DOCUMENT RESUME

ED 375 672 FL 022 528

AUTHOR Barboza, Vicki Carter
TITLE Making the Most of Your Tutorial Session.
PUB DATE Aug 94
NOTE 246p.; M.A. Project, School for International Training.
PUB TYPE Dissertations/Theses - Undetermined (040)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Conversational Language Courses; Cultural Activities; *English (Second Language); Higher Education; *Material Development; Resource Materials; *Second Language Instruction; Teaching Methods; *Tutorial Programs; *Tutoring; Vocabulary Development
IDENTIFIERS Tutor Role; *Tutor Training

ABSTRACT

This document reports on a materials development project created for volunteer tutors in the English-In-Action (EIA) program of the Bechtel International Center at Stanford University. EIA provides foreign students, visiting scholars, and their spouses with the opportunity to improve their English language skills in an informal, conversational setting. Participants spend about 1 hour per week with a volunteer English-speaking tutor. The document is designed to serve as a guide for new and continuing tutors in the program, providing them with concrete ideas and resources to help carry out their tutorial assignments. The first section contains guidelines to help tutors with preparation, participation in activities, and follow-up. The second section consists of 25 topic chapters, each of which has ideas for vocabulary, discussion, and practice, leading to the student participating in an independent activity involving English. (MDM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

FL

ED 375 672

MAKING THE MOST OF YOUR TUTORIAL SESSION

by VICKI CARTER BARBOZA
Copyright

Submitted in partial fulfillment of the requirements for the Master of Arts in Teaching degree at the School for International Training, Brattleboro, Vermont.

August 1994

FL022528

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Vicki Carter Barboza

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

BEST COPY AVAILABLE

ABSTRACT

This is a materials development project created for the volunteer tutors in the English-In-Action program at Bechtel International Center at Stanford University. English-in-Action provides foreign students, visiting scholars, and their spouses with the opportunity to improve their English in an informal, conversational setting. Each program participant spends about an hour a week with a native English-speaking tutor. Tutors probably don't have any teaching experience; they may have some cross-cultural experience, but it's not a requirement.

The materials have two goals. One is to provide tutors with concrete ideas to help them make the most of their tutorial session. The other is to give tutors the resources to help students take part in independent communicative activities outside the tutorial session.

The first section of the materials includes guidelines to help tutors with preparation, participation in activities, and follow-up. The second section consists of twenty-five topic chapters, each of which has ideas for vocabulary, discussion, and practice, leading to the student participating in an independent activity involving English.

Some information specific to the area around the Stanford campus is included, but most of the materials can be used in any tutorial setting.

ERIC Descriptors: Tutorial Programs, Tutoring, Tutors, English (Second Language), Communicative Competence (Languages)

TABLE OF CONTENTS

PART I: IDEAS FOR USING THE MATERIALS IN THIS BOOKLET

- How can these materials be helpful to you? 1
- What if you and your student already have a great relationship? 3
- How can you use each topic chapter section?
    - Vocabulary 3
    - Helpful phrases 7
    - Discussion topics 8
    - Dialogues 10
    - Helping your student get more involved with English 14
- Preparing your student for community activities 15
- Participating in new English-speaking activities 16
- How is follow-up important to your student? 18
- Correction 19
- Tutor's own use of language 22
- Additional ideas to help your student get the most out of his/her use of English 24
    - Journals 24
    - Interviews 25
    - Tape recorders 26
    - Voice mail 28
    - Volunteering 29
    - Visiting in the community 31
    - Comic strips 32
    - Songs 34
    - Children's books 34
    - Realia 36

PART II: TOPIC CHAPTERS TO USE WITH YOUR STUDENT

The first session(s):

- Getting started with your student 39

Making friends and socializing:

- Conversing in parks 48
- Going to church 54
- Inviting and responding to invitations 61
- Making conversation 68
- Meeting, greeting, and saying good-bye 77
- Signing up for a class 84
- Talking on the telephone 95
- Using the arts and entertainment/calendar section of newspapers 101

Using community resources:

- Dealing with doctors 108
- Finding and hiring babysitters 118
- Finding an apartment 126
- Getting a library card and using library services 135
- Handling emergency/911 situations 141
- Taking care of your car 147
- Using the telephone directory and calling for information 155
- Watching television and renting videos 162

Seeing more of the U.S.:

- Finding a motel and making reservations 171
- Going camping 179
- Going to restaurants and ordering take-out food 188

- Making airline reservations 198
- Renting a car 207

Shopping:

- Going shopping 212
- Going to the grocery store 224
- Shopping with catalogues 230

PART III: BOOKS AND TAPES TO USE AS RESOURCES

- Materials available at libraries 236
- Materials that you can purchase 237

IDEAS FOR USING THE MATERIALS IN THIS BOOKLET

HOW CAN THESE MATERIALS BE HELPFUL TO YOU?

1. **Through giving you actual materials to use with your student:**

As an English-in-Action tutor, you are trying to help your student improve his/her English skills. Unfortunately, you probably only have about an hour a week to spend with your student. The first way that this booklet can help you is through giving you ideas to help you make the most of that hour. Twenty-three topic chapters are included in this booklet; each topic is about something that your student may do without a second thought at home, but that s/he may feel uncomfortable approaching in English. The topics range from dealing with doctors and going to the grocery store to taking care of a car and handling emergency situations.

Each topic chapter has five sections. The vocabulary, helpful phrases, discussion topics, and dialogue sections all provide discussion and practice ideas. The "helping your student get more involved with English" section is full of ideas for encouraging your student to take part in independent activities involving English. These activities include such things as initiating a conversation in a park, ordering a take-out meal, and taking a car for a test drive. By using these materials, you may also be able to cut down on the time you spend preparing for your tutorial sessions.

General ideas about how to implement the topic chapters are included on pages 3-15. In addition, this booklet contains sections on correction and on your own use of language, two areas which can have a big impact on the success of your tutorial sessions.

2. By giving you resources to help your student become more involved in the English-speaking community:

In addition to giving you materials to use in your tutorial session, my goal with this booklet is to provide you with resources that you can use in helping your student become more involved in the English-speaking community. The more your student uses English and meets other Americans, the more his/her English skills are going to improve. As your student does become more involved -- perhaps by signing up for a class or making reservations to travel in the U.S. or starting to use the local library -- you can assist your student in several ways: by helping him/her prepare for the new situation, by actually taking part in the situation, and by following up to see how things went. Concrete ideas for how you can make the most of preparation, the actual activity, and follow-up are included on pages 15-19.

A number of suggestions for independent communicative activities are discussed throughout the topic chapters; additional ideas, for things such as using tape recorders and voice mail, working as a volunteer, and visiting churches,

city council meetings, and other community sites, can be found on pages 24-38.

WHAT IF MY STUDENT AND I ALREADY HAVE A GREAT RELATIONSHIP?

First of all, these materials are here for you to use in any way that best meets the needs of you and your student. If the two of you have been partners for a while, don't feel like these materials are trying to formalize the great informal relationship that you probably already have with your student! Perhaps you can just use the materials as a resource for yourself in terms of how to approach various topics with your students. Or, maybe you'll just want to use the vocabulary or the discussion topics or the ideas for helping your student get more involved with English.

HOW CAN YOU USE THE VOCABULARY SECTION?

The vocabulary section in each topic chapter lists a number of words which pertain to that topic. There are several stages at which you can use the vocabulary list. First of all, you have to decide how you want to introduce the vocabulary to your student. After the vocabulary has been introduced, you and your student may want to spend some time practicing it in a fun way. Finally, in later tutorial sessions, you can do activities that refer back to previously learned vocabulary words.

- One way to introduce the vocabulary list is to read it together and have your student tell you what s/he thinks each of the words means. This activity can lead to discussions, as you can not only talk about what favor bags at birthday parties are, but you can also explore why we have them. As you and your student examine the meaning of "warehouse shopping club," you can also discuss how your student can become a member of such a club.

- For some of the topics, a good way to introduce vocabulary is through pictures or hands-on activities. For example, if you use the camping chapter with your student, get a book about camping from the library (or a catalog from a camping store like REI or North Face or Pacific Mountaineering). You can talk about the vocabulary as you look through the pictures. For the section on taking care of your car, you could introduce the vocabulary with a library book that has pictures about car maintenance. Or, the two of you could discuss vocabulary while you're looking at an actual car. For the conversing in parks section, you and your student could have your tutorial session in the park and discuss vocabulary as you look around you.

- In addition to introducing vocabulary words through pictures or hands-on activities (as discussed in the paragraph above), you can also use such pictures or activities at a

later session to re-examine old vocabulary words. For example, you could give your student a pertinent picture and have him/her tell you about it, you could look at a picture and make a game of writing down as many vocabulary words as possible in "x" number of minutes, or, for homework, you could have your student write a story based on the picture.

- After your student is comfortable with the meanings of each vocabulary word, you could have him/her group the words into categories that make sense to him/her. Your student could keep these groupings in a journal and add to them as s/he comes up with new words that are related to the old ones.

- As a "homework" exercise, you could have your student write sentences or brief dialogues using the vocabulary words. You can go over the written work at your next session. If your student does write short dialogues, the two of you could actually practice the dialogues (see the "dialogues" section on page 10 for some ideas about using dialogues).

- If your student writes sentences using the vocabulary list, you can keep these sentences and use them in a follow-up exercise at another session. Simply black out the vocabulary words, and have your student fill in the blanks using his/her own sentences. Another alternative would be for you to write your own fill-in-the-blank sentences.

- Does your student like crossword puzzles? If so, perhaps s/he could make a simple crossword puzzle using vocabulary words. Your student could then give you the crossword puzzle to solve.

- If your student has access to a tape recorder, s/he could make a recording of you using the vocabulary words. Since a word can sound different in isolation than it does in a sentence, it's good to record the words in context. If your student writes sentences using the vocabulary words, you can use these phrases in your recording. After you make the recording, your student can practice the new words at home.

- Another idea for practicing vocabulary is to make a game out of having short conversations based on words from a chapter. First, you and your student would need to write down similar words; for example, you could write down medical problems from the "Dealing With Doctors" chapter (stomach ache, sore throat, etc.), vocabulary about servicing a car from the "Taking Care of Your Car" section, or emergencies from the 911 section. You also need to decide what sort of conversation you would have about these words; for example, with words pertaining to medical problems, your conversation could consist of explaining your illness to a medical professional, discussing with your tutorial partner about why you can't come to a session, or talking to a friend

about why the two of you can't get together. Put the words you've chosen on separate pieces of paper; you and your student can then take turns selecting one of the pieces of paper and initiating a conversation.

- I'm sure that there are vocabulary words in each section that I've missed; perhaps volunteers can continue adding to the vocabulary lists?

HOW CAN YOU USE THE HELPFUL PHRASES SECTION?

These are phrases that your student may encounter or need to use when communicating about the topic in question. Once again, you need to think about how you want to introduce the phrases to your student, how you want to practice them, and how you can review the phrases in later sessions.

- One way of introducing these phrases to your student is to read over them together and get your student to tell you what s/he thinks the meaning is, under what circumstances s/he thinks someone might use the phrase, whether it would be spoken in person or over the phone, and what the response might be.

- After your student is clear about the meanings of the phrases, the two of you can use these sentences as a basis for creating your own dialogues. For example, you can take a sentence such as "I have a temperature of 102 degrees" and

build a several-line conversation around it. You may be able to incorporate several phrases from a section into each conversation.

- If you want to practice the dialogues you've written, try to make them as realistic and fun as possible. You can brainstorm information about the setting, use props, get up and move around, and act out the dialogue rather than just sitting in chairs and looking at each other. You can also flesh out the characters a little bit by talking about what their relationship is to each other.

- If you don't want to create conversations during your tutorial session, you can have your student do so for homework. The two of you could then go over this written work at your next session; do the dialogues sound realistic? Do they need any changes to make them sound more realistic? After you've finished tweaking them, practice them.

HOW CAN YOU USE THE DISCUSSION TOPICS SECTION?

This section consists of questions and thoughts to prompt discussion between you and your student about cultural differences that may exist surrounding each topic in the booklet. In addition, this section includes information about community resources (such as facts about how to get library cards or where ESL, recreational, or first aid classes are

offered) which you can share with your student.

- You can use some ideas from the discussion topics section as an introduction to a particular topic chapter. Having a short conversation about a subject can spur interest in future activities about the subject. For example, if your student comes from a country where most people don't go camping, s/he might wonder why the camping section is even included in this booklet. A short discussion about camping and its popularity in the U.S. before you do anything else with the topic might help your student see that camping could be something that s/he would want to participate in.

- You could look for newspaper/magazine articles to complement the various conversational exchanges that you and your student have. Your student can read the article on his/her own, and you can then talk about it at a later session. Some ideas for preparing your student to read an article include having a brief discussion about the contents, having your student guess at the contents based on the title, and talking about vocabulary that you think your student will need help with. You can also give your student a couple of focus questions to think about as s/he reads an article.

- In addition to reading about cultural topics, you can suggest movies or television programs that can give further depth to a particular topic. Be on the look-out for such

programs; EIA tutors could share program ideas with each other. See the "Watching Television and Videos" chapter for some ideas about how to use these audio-visual devices with your student.

- You can use the community resources information (such as the notes about where to take classes or how to get a library card) as you work with your student to get him/her more involved in the English-speaking community. The information that I've provided is a starting place; it may be incomplete or may change from year to year. If your student is interested in taking a class or getting a library card or getting a AAA card, you can have your student call the appropriate community agency to verify the information that I've listed or to get additional information. Just as with any other exercise, you can practice the conversation that your student will be having before s/he makes the call.

HOW CAN YOU USE THE DIALOGUES SECTION?

Each topic chapter has from one to four dialogues. Each dialogue is based on a real conversation between native English speakers. You can use the dialogues as a basis for discussion about how Americans interact with one another, as role-play exercises, or as a starting point for a writing activity. Here are some additional details about using the dialogues.

- You can have your student read the dialogue before your tutorial session. Once you're together, you can spend some time discussing the conversation. Here are some general questions that you can ask your student about any of the conversations:
  - What is the dialogue about?
  - What is the relationship between the speakers?
  - Do you think that Americans would really have such a conversation? Why or why not?
  - Would such a conversation take place in your own culture? Why or why not?
  - How would such a conversation be different in your own culture?
  - Can you think of another way to say "XXXXX"?
  - Why do you think Person A says "YYYYYY"?
  - What does Person B mean when s/he says "XXXXXX"?

- The more realistic you can be when practicing the dialogues, the more your student is likely to get out of them. Some ideas for injecting realism into acting out the dialogues include sitting back to back during the telephone conversations, using props (such as actually setting a table if your dialogue includes ordering in a restaurant), and getting up and moving around (if your dialogue has you running into your student at a store, get up and leave the room and then come back in and "run into" your student).

- If you want to practice the dialogues, you can make copies of them and, on one copy, black out the sentences belonging to "Person A" and, on the other copy, black out the sentences belonging to "Person B." Each of you can take one of the roles. With the other person's lines blacked out, your student will be encouraged to listen to the rest of the conversation rather than just reading along.

- A good way to practice dialogues is to actually memorize the lines. This works fine with short dialogues, but for the longer ones, you'll need to divide them up into manageable portions (perhaps just a couple of lines per person). You can make a copy of a dialogue and actually cut it up into mini-dialogues, or you and your student can do this together. Think about the natural breaks or pauses in conversation as you divide up the dialogues. As an example, look at the way the following conversation is divided into three mini-dialogues.

Student: Is that your child?
Person A: Yes, it is. I guess that one's yours? Is it a little boy or a little girl?
Student: A boy. How about yours?
Person A: A girl. It's kind of hard to tell at this age.
Student: I know. (**BREAK**) How old is your little girl?
Person A: 18 months. How about yours?

Student: 20 months.

Person A: Oh, they looked like they were pretty close in age. Oh, wait just a minute. Be careful, Lee Ann! She's a real climber. How about yours?

Student: Yes, he likes to climb too. (**BREAK**) Your little girl's name is Lee Ann?

Person A: Yes, and my name is Susan. What's your name?

Student: My name is XXX, and my little boy's name is XXXXX.

Person A: Have you lived in this area very long?

Student: No, just since September. My husband is a graduate student at Stanford. How about you? Are you from here?

Person A: No, I'm actually from Virginia, but I've lived in Palo Alto for the last four years. Oh, there she goes again....

- Another idea for using the dialogues is to have your student use the original dialogue as a basis for writing his/her own conversations. Your student can do this as a homework exercise, and you can then practice your student's handiwork at your next session. You can prepare your student for this exercise by discussing beforehand who the characters are going to be and what kind of conversation they're going to be having (for example, your student wants to place an order for take-out chinese food or your student's child is injured and your student needs to call 911).

- Another idea for a writing exercise stemming from the dialogues is to have your student write a paragraph describing what went on in the dialogue, who the characters were, and where the conversation took place. Your student could also discuss in the paper whether s/he has ever taken part in or observed a similar dialogue. The two of you could then use the paragraph as a basis for discussion.

HOW CAN YOU USE THE "HELPING YOUR STUDENT GET MORE INVOLVED WITH ENGLISH" SECTION?

These are fun ideas for getting your student to spend more time with each topic. Some ideas are for field trips or games or role-plays. Most of the activities focus on helping your student become more involved with other people in the community. You may want to set aside a certain portion of your tutorial session for carrying out some of these suggestions. Don't feel that you're going to end up with a dreary classroom setting if you spend some time working a bit more formally on concepts such as responding to invitations or asking fellow parents for advice about organizing a children's birthday party!

Some guidelines for conducting role-plays are discussed in the "Helpful Phrases" section on page 8.

Because the activities that take place out in the English-speaking community are so important, I've gone into detail in the paragraphs below about how you can help your student

prepare for new ventures involving English, how you can participate in some activities with your student, and how you can follow up to see how things went. As you get to know your student's interests and needs better, you'll probably come up with other ways to encourage your student to use his/her English skills out in the community. The suggestions in the paragraphs below should apply to those situations as well.

HOW CAN YOU PREPARE YOUR STUDENT FOR A COMMUNITY ACTIVITY INVOLVING ENGLISH?

Your student is more likely to take part in new situations requiring the use of English if s/he feels adequately prepared. Your student may need preparatory work in the areas of vocabulary, grammar, dialogue practice, pronunciation, and/or cultural expectations. Some general ideas for helping your student prepare for additional involvement in situations where s/he will need to use English include:

- On an ongoing basis, you can talk to your student about his/her interests and needs and how these fit in with our community's resources. The more you know about your student, the easier it will be for you to have your tutorial sessions focus on topics that are useful and interesting for him/her.

- Whenever your student is going to tackle a new situation where English will be used, you can spend some time

beforehand practicing the vocabulary and phrases that will help your student be more successful in the situation. The vocabulary and helpful phrases sections in this booklet's topic chapters provide help in this area.

- Actual rehearsal of an upcoming situation can help increase your student's self-confidence and can highlight areas of English where your student may need additional work. Through such a rehearsal, you might discover that your student needs additional vocabulary, or that s/he has some cultural expectations that aren't accurate, or that s/he needs to work on a particular grammatical structure.

- You can also prepare your student for new situations in English by discussing cultural differences that your student may encounter. For example, your student may feel like it's impolite to talk to the clerk at the grocery store, or s/he may be uncomfortable striking up a conversation with another parent at a neighborhood park. Each of the topic chapters in this booklet has a discussion ideas section that focuses on cultural awareness.

HOW CAN YOU HELP YOUR STUDENT ACTUALLY PARTICIPATE IN A NEW ENGLISH-SPEAKING ACTIVITY?

There are times that you may be involved in an activity with your student; I'll address these times below. If you're not

going to be in a particular situation with your student, however, you need to focus on preparation and follow-up. If your student is adequately prepared for a new activity, and if s/he knows that there's a supportive tutor to come back to if things don't go according to plan, s/he will be more likely to have the confidence to venture out into the English-speaking community.

- If you and your student are taking part in an activity together (for example, taking a train ride, visiting a park, or going out to eat), encourage your student to take the lead. Your student can go and purchase train tickets for both of you, or s/he can do the ordering in a restaurant.

- Another approach, if you and your student are taking part in an event together, is for you to model behavior for your student. For example, if your student is uncomfortable talking with fellow parents in a playground setting, you can start up some conversations yourself, and then encourage your student to do the same. Or, if your student is uncomfortable ordering in a restaurant, you could make a deal that you, the tutor, would do the ordering the first time that you go to a restaurant together if your student would take the responsibility the next time around.

- If your student's new English-speaking situation involves making a phone call, you could take the role of observer and

(unobtrusively) listen to your student's end of the conversation. Or, if you have access to an extension phone, you could listen to the whole conversation. Before you do this, please talk about whether your role of observer is going to make your student self-conscious. If you do act as an observer, you could take notes to share with your student about the positive aspects of the conversation. See the section on correcting your student (page 19) for some ideas about dealing with mistakes that you observe.

HOW IS FOLLOW-UP IMPORTANT TO YOUR STUDENT?

If your student is venturing into situations where new English skills will be used, your follow-up about how the activities have gone is crucial. There may be times that your student will have a negative experience, and your suggestions about alternative ways to handle the next situation may be very important not only as far as skills are concerned, but also in regards to your student's confidence. Even if the situation has gone exceptionally well, feedback is still important, as your student may have encountered cultural issues or grammatical points that need clarification. In addition, as you talk to your student about how the English-speaking activity went, you will probably come up with auxiliary activities that your student can carry out.

To make things more interesting for both you and your student, you can vary the way that your student provides you

with feedback about new English-speaking situations.

- If your student is planning a practice activity between tutorial sessions, you can start the next session with a discussion about how the activity went.

- You can have your student call you between sessions and give you a brief recounting about the practice activity over the phone.

- You can ask your student to make notes in his/her journal to share with you.

- You can have your student write a letter to an English-speaking friend describing the experience (with the provision that you can read that part of the letter). Or, your student could write (and mail) a letter to you.

WHAT ARE SOME WAYS TO CORRECT YOUR STUDENT?

Correction is a really sensitive issue. You can probably hear your student make a lot of mistakes, and it's often tempting to help your student understand why s/he has made each mistake. And, your student may expect you to correct every mistake. Unfortunately, over-correcting may have the side-effect of making your student very self-conscious about producing anything in English. Additionally, your student may not be ready to incorporate all of the corrections.

On the other hand, some tutors prefer to let students talk as much as possible without correction. A negative aspect to this way of dealing with the issue is that you and your student may miss out on some great learning opportunities. If learning is a step-by-step process, one of your goals as a tutor is to help your student reach whatever his or her next step is. Correction can be very helpful in reaching the next step.

As you listen to your student's mistakes, try to hear patterns. Is your student regularly getting confused about a structure because s/he really doesn't understand it? If so, you may want to spend some time going over the problem area. Is your student using a structure correctly most of the time, but incorrectly now and then? If so, these may be mistakes that your student can catch on his/her own (for example, by using a tape of your tutorial session as described below).

The best approach to correction probably varies from student to student, so a good way for you to deal with the issue is to address it directly with your student. You may need to explain some of your thoughts about correction, and you need to find out what your student expects as to the types and amount of correction that s/he will receive. You and your student may need to experiment with various approaches to correction to find one that's comfortable. And, what's comfortable for your student may change over time, so it's a good idea for the two of you to discuss how things are going

in regards to correction on a regular basis.

Some ideas for correcting your student include:

- No matter what agreement you and your student come to about the level of correction, your corrections may impede conversation. One way to deal with this problem is for you to make a mental (or written) note about language that your student is having a problem with, and then set aside the last five or ten minutes of each session for going over the problem areas.

- You could tape record your tutorial session, and then have your student listen to the tape at home. Your student could make notes about any language items that s/he is unsure about and could then go over these with you at the next session.

- You and your student could decide that you won't correct your student at all during the general conversation part of your session, but that you'll have a structured time during the session (practicing dialogues or going over homework, for example) when you will make corrections.

- You could make notes of some of your student's mistakes during your session, then give the notes to your student to look over and correct at home.

- And, last, but certainly not least, try to give your student as much positive reinforcement as possible about the things that s/he is doing well. I'm sure that your student would like to hear any specifics that you noticed; for example, perhaps you've realized that your student has developed a good command over the present perfect, or you've become aware that your student is speaking much more fluently than before. Or, if you're practicing a dialogue and your student says a sentence with great intonation, let him/her know!

HOW IS THE TUTOR'S OWN USE OF LANGUAGE SIGNIFICANT?

Most students are more comfortable with passive activities (listening and reading) than they are with active ones (talking and writing). It is therefore easy to fall into a pattern of having you, the tutor, do most of the talking and your student do a lot of listening. Here are some thoughts about your own use of language:

- Silence is o.k.! Most of us are inclined to jump right in if there's a gap in the conversation or if our student seems to be having difficulty with a phrase. Give your student a few seconds to struggle with the language, and you may be surprised with what s/he comes up with.

- Are you doing most of the talking in the session? It's easy to find yourself talking more than your student, especially

since your student is probably more comfortable listening to you speak rather than actually producing language. If you think you're talking too much, discuss it with your student. Some ideas for curbing your tongue are:

- Put a note where you can see it reminding yourself to let your student talk. Explain the purpose of the note to your student. You can tell your student that the tutorial session is an opportunity for him/her to speak as much as possible.

- As a homework assignment, ask your student to come up with topics of conversation/questions about American culture to discuss in your next session.

- Find out what your student's areas of expertise are; does s/he know all about car engines? Can s/he tell you about the educational system in his/her home country? Does s/he have a hobby? Then, get your student to share his/her expertise with you at the next session.

- With your student, come up with a list of things that the two of you would be interested in discussing. Keep the list handy, and, if there's a lull in the conversation, have your student close his/her eyes and select one of the topics on the list for the next discussion.

IDEAS FOR FURTHER PRACTICE

Here are some ideas that you can use in conjunction with any of your tutorial sessions to help your student get the most out of his/her use of English. As I mentioned before, you and your student only have an hour a week to spend together, so most of the ideas listed below involve having your student be active with English outside the actual tutorial session. In your sessions, you can help prepare your student for new situations involving English, you can participate in some of them, and you can certainly follow up to see how they've gone. For more specific information on preparation, the actual activity, and follow-up, please refer to pages 15-19.

KEEPING A JOURNAL: Keeping a journal is not only a writing exercise, but a way for your student to synthesize his/her language and cultural experiences. If your student does keep a journal, the two of you can discuss whether or not your student is comfortable with having you read parts of it. I wouldn't expect to correct journal entries unless your student particularly wants you to. Instead, you might make a note to yourself about problem areas which you and your student need to address in later sessions. Listed below are some ways that you can use journals.

- First of all, your student might want to just keep a general journal or diary to catalog his/her U.S. experience, and

s/he might be willing to share parts of it with you. It might be a great way to start discussions or to pinpoint vocabulary that your student needs to describe an American experience.

- You could also suggest that your student keep a journal for specific purposes - perhaps carrying around a notebook and jotting down any phrases s/he sees or hears that don't make sense and then talking to you about them, or taking a notebook on certain outings (on a vacation or a public transportation trip). You and your student could list things that s/he would be interested in observing in U.S. culture; your student could then keep a journal about these observations for several weeks.

- As a part of a journal, your student could keep a list of new vocabulary. Some students commit to learning a certain number of new vocabulary words each week. If you are aware of the vocabulary words that your student is working on, you can help provide him/her with related words and with opportunities for practice.

INTERVIEWING OTHER PEOPLE IN THE COMMUNITY: There are many things about the U.S. that your student would probably like to know more about, ranging from the best ski resorts to where to sightsee on a visit to Seattle to how Americans feel about

various current events topics. In your tutorial sessions, you can prepare your student to talk about some of these issues with native English speakers. Your preparation may involve discussing what's culturally appropriate when interviewing people, going over pertinent vocabulary, and practicing actual conversations. Listed below are some additional thoughts about interviewing native English speakers.

- You and your student can make a list of Americans that s/he knows who might not mind being asked questions from time to time (we do the same thing informally with our own acquaintances). Perhaps you have some friends who wouldn't mind having a foreign student call them and briefly ask about a specific topic? Discuss with your student ahead of time about starting and ending such conversations, and about things that might be inappropriate to ask.

- Perhaps the International Center could even come up with a phone list of volunteers who are "experts" on different parts of the country or different events, and who wouldn't mind being called for brief conversations? Another possibility for people who wouldn't mind giving interviews might be participants at a local Senior Citizen's Center...

USING A TAPE RECORDER AS A TOOL: A tape-recorder is a useful tool since it allows your student to relax and concentrate on the conversation at hand while at the same time it provides

your student with a chronicle of the conversation to study at leisure. Some possible ways that your student could use a tape recorder include the following:

- Your student can make a recording of some of your sessions. These recordings can be used by your student as a general review of your session, or you could provide your student with a specific reason for listening to the recording. For example, your student could listen for mistakes and could then correct them. S/he could listen for the conversational fillers that native English speakers use (um, er, well, ya know, ya see, etc.). Or, you could help your student select a short segment of the conversation to transcribe. It might also be good for you to listen to some of your sessions with your student; among other things, you can gauge the amount of time your student is actually talking.

- Another use of the tape recorder would be for your student to tape recorder other native English speakers. If your student is interested in doing this, you can help prepare him/her for the exercise by talking about who will be recorded and how your student will approach that person about being recorded. Some of the topic chapters offer suggestions for having your student interview English speakers; if the interviewee doesn't mind, these conversations could be recorded.

- Your student could also tape record specific sounds that s/he would like to practice. For example, if your student is having trouble with "l" vs. "r," you could record yourself using these sounds. Your student could take the recording home to listen to, and could then record him/herself practicing the sounds.

USING VOICE MAIL AS A LISTENING EXERCISE: Most businesses and civic organizations these days have voice mail, and some main numbers of businesses have very long introductory messages. The speaker usually has good diction. Voice mail is very easy to access, and these messages can provide realistic listening exercises for your student. In addition, your student may encounter voice mail messages frequently on his/her own, so it would helpful to be familiar with them.

- Your student could listen to a particular voice mail message and see if s/he comes away with the main ideas that the message is trying to get across; s/he could then get you to listen to the same message and you could compare notes about the content.

- Alternately, your student could listen to a message several times over the course of a week and try to copy the message down verbatim. Your student could then give you the transcript that s/he comes up with, and ask you to listen to the message and compare it to the transcript.

Another listening exercise that you could use with voice mail is for your student to listen to several different messages to see if s/he can come up with some sort of general format for voice mail as well as a voice mail vocabulary list (main menu, press, to reach, message, etc.) Understanding the format and the vocabulary could help your student decode future voice mail messages. For example, many messages tend to start out with the same sort of introduction. At some point, there are usually options from which the listener can choose. And, if there are options, there's usually a way to get back to the main menu. You and your student could listen to a message together to get started on this activity. It would be easier for your student to carry out this activity if the two of you could come up with a list of voice mail numbers to call.

- Some ideas for voice mail calls are the number for the main library in Palo Alto, the Mountain View Center for Performing Arts, Shoreline Ampitheatre Box Office, and Cowell Student Health Center at Stanford. EIA tutors and students could compile a list of interesting voice mail messages.

WORKING AS A VOLUNTEER: If your student has some free time, a great way to meet Americans and to see first-hand how an American organization works would be for him/her to donate an

hour or more a week to some sort of volunteer activity. The first step for such an endeavor may be for you to talk with your student about volunteering as a concept; is this something that people normally do in your student's home country? Would s/he be comfortable with such an activity? If your student does become a volunteer, you could check with him/her regularly to see how things are going; your student may have questions about volunteering which s/he isn't comfortable asking at the site. If your student is interested in volunteering, here are some ideas to help put the plan into motion.

- You and your student can make a list of the skills/services s/he would be comfortable offering in a volunteer setting. The easiest thing would probably be for your student to provide tutoring in his/her native tongue; even though your student wouldn't be speaking English all the time, s/he would still be using English some and would be getting out into the community. If your student has children in nursery school or regular public schools, s/he can volunteer in those facilities. The Palo Alto Weekly lists volunteer opportunities every week in the classified section. Senior centers and nursing homes often need volunteers. And, several volunteer agencies are listed in the yellow pages.

- If your student has an idea about the sort of volunteer activity that s/he would like to participate in, but doesn't

know the best agency to contact, the two of you could practice making information-gathering phone calls. Your student could then call agencies to find out if they need the sort of volunteer work that your student is interested in, or if they could refer your student to an appropriate agency.

- If your student is going to pursue being a volunteer, the two of you can rehearse the phone call or the face-to-face conversation in which your student offers his/her services to an agency.

VISITING PLACES IN THE COMMUNITY: There are a number of places that your student can visit to get more of an idea about American life, and, hopefully, to also interact with Americans. Your student may need your help as s/he prepares for such an encounter as well as when s/he is trying to synthesize what the experience was all about. For more specific information on preparation, the actual activity, and follow-up, please refer to pages 15-19. Listed below are some additional thoughts about visiting places in the community.

- You and your student could come up with a list of places that s/he could go to, either with you or on his/her own. For example, I'm sure that most churches wouldn't mind having students as visitors (see the topic chapter on going to church), and city council meetings and courtrooms are

open to the public. As mentioned in the chapter on finding an apartment, your student could visit an apartment complex and tour a model apartment. Another idea would be for your student to go to a real estate open house. Once you're aware of your student's interests, other ideas of locations to visit will probably occur to you. As you talk to your student about places to go, find out if visitors in your student's home country would be welcome to go to the types of sites on your list.

- If your student has chosen a place in the community to visit, s/he may need additional information such as the starting time of an event, the location of a facility, etc. You and your student can make a list of questions that s/he would like to get the answers to; you can then practice making phone calls to find out the necessary information. After your student is comfortable with such a conversation, s/he can make the actual phone calls. After your student makes the visit, the two of you can discuss how it went.

USING COMIC STRIPS: Comic strips can provide both enjoyment and a good opportunity for learning. Comic strips often use few words to get their ideas across, which may make them appealing to your student. However, the words that are used are frequently idioms or slang, and the strips may contain cultural references that your student would have difficulty

deciphering. Therefore, your student may need your help in understanding comics. If your student is interested in comics, here are some thoughts about incorporating them into your tutorial session:

- Go through the comic section of the newspaper with your student and find ones that appeal to both of you. You could read a comic strip or two together at the start of each session and discuss vocabulary and cultural issues that come up. As often as possible, try to get your student to take the first stab at deciphering the meaning of each comic strip.

- Does your student have access to comic strips in his/her first language? Get your student to bring some in and explain them to you. Compare how comic strips differ between our cultures.

- If your student really likes comics, you could see if there are any comic books (like Snoopy or Dennis the Menace or the Superheros) that appeal to him/her; you could use them as an ongoing reading exercise. If one of the comic strips in the newspaper appeals to your student, s/he could contact one of the area comic book stores to see if the comic strip is available in book form. If your student is interested, you could even take a "field trip" to one of the comic book stores.

USING SONGS: Using songs in your tutorial sessions can be a lot of fun; songs can also provide good listening exercises and pertinent information about our culture. The song activities described below can be initiated in your tutorial session and carried out at your student's leisure. The two of you can go over the activities at your next session.

- Have your student choose a song for you to transcribe. You can then make a 'fill in the blank' listening exercise by giving your student a partial transcription; this is called a "cloze" listening exercise. You will probably want to leave every fifth to seventh word blank in the transcription. Have your student listen to the song several times at home and then report back to you at your next session. After you've figured out what the song says, the two of you can discuss what it means.

- You can have your student listen to a favorite song a number of times at home and transcribe as much of it as possible. You can then listen to the song together and help your student with any problem areas. If your student is having trouble figuring out part of the song, a discussion about the song's message or an explanation of idioms in the song could be helpful.

USING CHILDREN'S BOOKS: Gwen Weisner with English-in-Action says that she has had a lot of success in using children's

books with students who are young parents. These books can provide simple reading exercises for your student, and they may provide motivation for your student to read to his/her children in English. Some activities associated with using children's books include:

- You can discussion popular children's books in English with your student. Such a discussion could be accompanied by a visit to a library or a bookstore, where you and your student could pick out some books that would be appropriate for your student's children.

- Gwen Weisner's idea for using children's books is to choose a book that your student can eventually share with his/her kids. The two of you can then go over the book together, discuss the vocabulary, and see if there are any questions about pronunciation. Gwen says that sometimes she wraps up the book and a cassette of herself reading it as a good-bye gift.

- Some students don't like to read English books to their children because they are uncomfortable with their own pronunciation. If your student is interested in reading English books to his/her children, s/he might become more comfortable with this activity through practicing reading the book out loud to you, or even reading the book into a tape recorder.

USING REALIA: Realia is anything that's normally used out in the real world which you as a tutor bring into the language learning setting. Using real objects can be motivating, fun, and helpful for your student. In actuality, a number of the ideas in this section involve realia; the examples listed below are additional activities that use such objects.

- Collect directions from a variety of packages (frozen dinners, a box of macaroni and cheese, tylenol bottles, etc.) to use with your student. Your student could read the instructions and then explain the procedure to you. If the directions are fairly complex, a fun way to present them is to type them out and cut out each individual sentence. Then, have your student put the sentences in the correct order. Another possibility would be for you and your student to actually follow the directions. For example, you could get your student to mix up your frozen concentrate apple juice for you, or you could spend part of your session making a package of couscous.

- Most students probably receive a number of bills (phone, utility, car registration, etc.). You might check to see if your student understands everything that's written on the bills, or if s/he would like to bring them in sometime and go over them with you. You could discuss bill-related problems that people often encounter, and you could practice phone calls to handle such problems. For example, the last

payment might not have been credited on your student's utility bill, there could be a charge that your student doesn't understand on a credit card bill, or your student could decide to switch long distance telephone carriers to save money.

- Students probably also receive a lot of junk mail/flyers. Does your student just throw this away, or does s/he try to understand it? Does s/he have questions about it? Does your student receive more junk mail here than s/he does at home? Spending some time examining your (or your student's) junk mail could provide some interesting insights into our culture. For example, does your student get flyers on a regular basis at home with pictures of missing children? Is your student used to having coupons arrive in the mail?

- Does your student need to get a California license? Even if his/her own license is valid, your student may have some questions about highway laws or road signs in the U.S. If your student is interested, have him/her bring in a copy of the DMV booklet that helps prepares you for the driver's license test. Go over the road signs and the traffic rules with your student. Are they similar to the ones in your student's home country? Is your student comfortable driving in the Bay Area? Does s/he think drivers are more or less polite than the ones in his/her home country?

- EIA could even start a collection of realia that tutors could take turns using.

GETTING STARTED WITH YOUR STUDENT

VOCABULARY

Correction/to correct

Expectation/to expect

Goal

Late

Punctuality/to be punctual

To be afraid

To be familiar with

To be good for

To be on time

To be running late

To explain

To go over

To help

To learn

To make sense

To pronounce

To repeat

To spell

To teach

To understand

To work for

Tutorial session

HELPFUL PHRASES

Phrases that your student might use:

Could you repeat that?

Could you speak more slowly?

I don't understand (what you're saying).

Could you explain that again?

Could you show me how to _____?

Could you teach me _____?

How do you spell that?

How do you pronounce that?

What does ____ mean?

Could we go over ____ again?

Do you know where I could find _____?

What time/day would be good for you?

What time/day works for you?

Would it be possible for you to meet with me on a different day/at a different time?

I'm afraid that I need to change our tutoring session this week.

Could I use your restroom?

Do you mind if I use your bathroom?

Is there a public restroom here? Could you tell me where the restroom is? (In a store or another public place.)

Phrases that your student might hear:

Would you like for me to repeat that?

Do I need to speak more slowly?

Do you want me to explain that again?

Does that make sense?

Are you familiar with _____?

Would you like for me to say that again?

Four o'clock is good for me; does that work for you?

Is Tuesday a good day for you?

I'm going to be a little late next week; is that o.k.?

DISCUSSION TOPIC: SETTING TUTORING GOALS

- You probably have some ideas about how you would like the tutorial sessions to proceed, and your student probably has his or her own ideas about the subject. Your tutorial relationship is likely to develop more smoothly if the two of you come up with some common goals and expectations. Listed below are some goal-setting topics that you might want to address with your student; also included are some ways to go about the goal-setting process, and some ideas for following up to see if the goals are being met.

GOALS AND EXPECTATIONS TO ADDRESS WITH YOUR STUDENT:

- What are your expectations about how the tutoring will go? Would you like to become friends with your tutee? What are your student's goals? Is s/he mostly interested in conversation? How does s/he feel about grammar? How about pronunciation? Correction? Vocabulary?

- What else is your student doing to improve his/her English? What else is s/he doing to learn more about American culture? Is your student satisfied with his/her exposure to English? How can your tutorial sessions help your student use English in the community at large?

- What is important to you and your student logistically? Is being on time important, or do you frequently run late yourself? Do you want to meet at a set time each week, or would you rather determine the meeting times on a weekly basis? Is there enough flexibility in your schedule to change the meeting time on short notice? Where do you want your usual meeting place to be?

SETTING AND FOLLOWING UP ON GOALS WITH YOUR STUDENT:

- You and your student can spend a few minutes making a list of headings that fall under the area of goals/expectations in a tutorial relationship (such as correction, vocabulary, your student's exposure to English outside the tutorial relationship, etc.) Then, take five or ten minutes for each of you to think about your goals/expectations for each of these areas; jot down some notes to share with the other person. When you're both ready, you can discuss your notes.

- As a "homework" exercise, you can have your student write up the goals that the two of you have come up with for your

tutorial relationship. At your next session, you can go over what your student has written.

- Periodically, you and your student can go over the goals and discuss whether or not they're being met. You might want to regularly check in with your student on an informal basis by asking how the sessions are going and if anything needs to be changed. You could also ask your student to do a written evaluation about whether or not the tutorial goals are being met. Some questions to ask include: "How has your use of English changed during the last few weeks/months?" "What, if anything, would you like to change about the tutorial sessions?" "Are you satisfied with your progress in English? If you are, what things are helping you improve your use of English? If not, what could you do to make more progress?"

SAMPLE DIALOGUES

DIALOGUE #1: (Student telephones tutor.)

Tutor: Hello?

Student: Yes. May I speak to Mary Lee please?

Tutor: This is Mary.

Student: Um, this is XXXX, your student from the International Center. My husband's (wife's) boss is going to be in town next Tuesday and he's coming over for dinner. That's the day that we're supposed

to have our tutoring session. Would it be possible to meet another day?

Tutor: Uh, let's see. Let me check my calendar. Would you be available on Thursday afternoon?

Student: Thursday? Um, yes. What time would be good for you?

Tutor: How about 3:00?

Student: Would 3:30 work?

Tutor: Yes, that's fine. Do you still want to meet at my house?

Student: Yes, that'd be great.

Tutor: O.K. I'll see you Thursday at 3:00. Hope your dinner goes well.

Student: Thank you.

DIALOGUE #2: (Student telephones tutor.)

Answering Machine: Hello. You've reached 555-4646. If you'd like to leave a message for Chuck, Susie, Timmy, Shadow or Sierra, please do so at the sound of the tone.

Student: Yes. This message is for Chuck Leonard. Chuck, this is XXX YYY from the International Center. Something's come up at school and I don't think I'm going to be able to meet with you on Wednesday afternoon. Could you call me back at 555-2554 and maybe we could set up another time this week, or, if you're too busy this week, we could go ahead and

schedule our session for next week? Thank you. Sorry to have to change the session.

DIALOGUE #3 (Tutor telephones student.)

Student: Hello.

Tutor: XXX? Hi, this is Sandra. I'm running a little bit late today, and it looks like I'll be about 15 minutes late to our session. Is that going to be a problem?

Student: Um, no. That's fine. You'll be there at 4:15 then?

Tutor: Uh, yes. Say 4:20 or 4:25 to be safe.

Student: O.K. I'll see you there at 4;20 or 4;25.

Tutor: Thanks a lot. See you soon.

IDEAS FOR GETTING YOUR STUDENT MORE INVOLVED WITH ENGLISH

IDEA #1: With your student, make a list of the things that s/he would most like to learn about the English language and about American culture during his/her stay in the U.S. Have your student note which items on the list have the most priority for him/her. You and your student can refer to this list periodically to see if there's anything else that you can do to help your student meet his/her goals.

IDEA #2: To help break the ice at your first session (or to get to know each other better at a later session),

take about five minutes for you and your student to individually write down questions that each of you would like to ask the other person. The questions could be about anything from a description of your hometown to your favorite food. After you both come up with your questions, take turns asking them of each other. Before you start asking the questions, you might want to come up with a polite phrase that would allow either of you to avoid responding to a question that you're not comfortable with. For example, you could say, "I'd rather not talk about that right now," or "Could we go on to the next question?"

IDEA #3: With your student, come up with a list of various reasons that you might need to get in touch with each other. For example, either of you might be running late for a session, or might need to cancel a session altogether. Or, you and your student might arrange to call each other at the first of each week to set up the session for that week. With each of these calls, there's the possibility that your student will reach you, another person at your house, or your answering machine. Role play conversations for each of the scenarios. (See dialogues in this section.)

IDEA #4: You might want to spend some time doing an informal assessment of how things have been going for your student since s/he arrived in the U.S. Is s/he overwhelmed? Excited? Lonely? Does your student have any immediate needs that you could help with by providing appropriate language or by setting up a role play of the situation? For example, your student might need to sign up for an English class, get his/her child in daycare, go to the doctor, or find a food from home.

CONVERSING IN PARKS

VOCABULARY

Ballfield

Barbecue pit

Basketball court

Climbing structures/to climb

Community building

Concession stand

Frisbee

Grass

Jungle gym

Lawn

Merry-go-round

Picnic area/picnic table

Playground/play area

Restrooms

Sand/Sandpile

Sand toys

Slide/to slide

Stay-at-home mom

Swing/to swing

Tennis courts

Tot lot

Volleyball

HELPFUL PHRASES

Do you live near here?

Have you lived here long?

Is that your child?

Is s/he your only child?

I'm new to the area; are there other parks that you would recommend?

How old is your child?

Does your child....?

Can you tell me where the _____ is?

Is the park usually this crowded/quiet?

Are you a member of a mom's group?

Do you stay at home with your child?

Are you a stay-at-home mom?

Do you come here often?

What is your child's name?

My name is...

Do you mind if we my son/daughter uses your toys?

DISCUSSION TOPICS

- The play areas in our local parks seem to be full of moms and dads with youngsters throughout the day. Sometimes you'll see organized play groups in the park. It's normal to strike up a conversation as you play beside other parents and their children. Conversations are often disjointed, however, as parents race off to prevent their kids from

doing something dangerous. Is this similar to the situation in your student's home country? If your student is a parent, does s/he take his/her kids to the park? Has s/he met other parents at the park? Would your student be comfortable beginning a conversation with another parent? Would your student start a conversation in a park with a stranger in his/her home country?

- The norm in parks around here is that children play with other people's toys. Parents often ask if you mind if their child plays with your child's toys; I've never heard anyone refuse. To ensure that your child's playthings don't end up going home with another child, it's a good idea to put your name on your toys. Is it typical for children to play with each other's toys in your student's home country?

SAMPLE DIALOGUE

DIALOGUE #1: (Student is with his/her child at the park...)

Student: Is that your child?

Person A: Yes, it is. I guess that one's yours? Is it a little boy or a little girl?

Student: A boy. How about yours?

Person A: A girl. It's kind of hard to tell at this age.

Student: I know. How old is your little girl?

Person A: 18 months. How about yours?

Student: 20 months.

Person A: Oh, they looked like they were pretty close in age. Oh, wait just a minute. Be careful, Lee Ann! She's a real climber. How about yours?

Student: Yes, he likes to climb too. Your little girl's name is Lee Ann?

Person A: Yes, and my name is Susan. What's your name?

Student: My name is XXX, and my little boy's name is XXXXX.

Person A: Have you lived in this area very long?

Student: No, just since September. My husband is a graduate student at Stanford. How about you? Are you from here?

Person A: No, I'm actually from Virginia, but I've lived in Palo Alto for the last four years. Oh, there she goes again....

(Person A races off to grab her child, then stays in a different part of the park. Person A stops back by later...)

Person A: Well, we're on way home now. It was nice to meet you, though. Do you live near here?

Student: Yes, we're just a few blocks away.

Person A: Well, then we'll probably see you here again; we come here a lot. Tell them bye-bye, Lee Ann.

Student: Good-bye. It was nice to meet you, too.

HELPING YOUR STUDENT GET MORE INVOLVED WITH ENGLISH

IDEA #1: If your student is a parent, find out if s/he takes his/her kids to the park. Is s/he comfortable

talking to other parents at the park? Talk about appropriate/inappropriate topics of conversation. Practice some good conversation-starting phrases (such as those in the helpful phrases section above). Practice a conversation. Follow up with your student and see if s/he has had success talking with other parents at the park.

IDEA #2: After you and your student have discussed "park conversations" (as in the practice idea above), meet your student and his/her child at the park one day. You can act as a role model and start conversations with other parents, including your student in the conversations. You can later talk to your student about whether this is how parents interact in parks in your student's home country.

IDEA #3: Give your student an "assignment" of interviewing other Americans about good parks in the area (or perhaps asking about places in general to go for an outing or to take children). At your session, practice such a conversation. At the next session, you can discuss how the interviews went.

IDEA #4: Check the front section of your Pacific Bell telephone directory and you'll find several pages

devoted to descriptions of local and regional parks. Read through these with your student (or have your student scan them before your session); discuss the different parks, and have your student pick out one to go to, either with you, or on his/her own.

IDEA #5: After you and your student have discussed park etiquette and have practiced some conversations that would be typical of those held in a park, have your student choose a park to visit with the plan of striking up a conversation with someone while s/he is there. At your next session, your student can report back to you about how things went.

GOING TO CHURCH

VOCABULARY

Baptist

Bible

Bulletin

Catholic

Charismatic

Choir

Christian Scientist

Christian

Congregation

Denomination

Episcopal

Evangelical/evangelist

Fellowship

Fundamentalist

Greek Orthodox

Hymn/hymnal

Jewish

Lutheran

Methodist

Minister/to minister

Missionary

Mormons/Church of Jesus Christ of Latter-Day Saints

New age

Non-denominational

Nursery/church school

Offering

Organ/organist

Orthodox

Pastor

Pentecostal

Pew

Preacher

Presbyterian

Priest

Pulpit

Quakers/friends

Rabbi

Reverend

Russian Orthodox

Sanctuary

Sect

Service (church service/worship service)

Seventh Day Adventist

Sunday School

Synagogue

Temple

To worship

Unitarian

HELPFUL PHRASES

What time does the worship service start?

Do you have a church nursery?

We just recently moved to town and wanted to visit your church; can you tell me what time the service starts?

Thank your for the service; I enjoyed it very much.

How large is your congregation?

It sounds like your church is very involved in the community.

Your church seems very active.

DISCUSSION TOPICS

- To avoid any difficulties, English-in-Action suggests that you only discuss religion in your tutorial session if your student initiates the topic.

- Would your student be comfortable visiting a church in our area? I really think that most churches welcome visitors, but if your student would be more comfortable attending a church where s/he's previously talked to a church member, your student could always call the church's number earlier in the week and verify that visitors are welcome.

- Although it's fine to visit churches, it's probably <u>not</u> fine for your student (or for you as a tutor) to discuss religion indiscriminately. Unless people are taking part in actual Bible study, conversation at church often has very little to

do with religion. If your student initiates the subject of religion and you're comfortable discussing the subject, then you may be a great resource for your student. In your student's home country, is religion a topic that is normally discussed? Are religious services broadcast on the radio and the television (as they are here)? You might want to point out that the type of religion that your student is most likely to be exposed to (that on the television) is not representative of the religious practices of all Americans.

- Your student might be interested to know that the religious diversity in our area is not necessarily representative of all parts of the U.S. Small towns in particular may have just a few different denominations.

SAMPLE DIALOGUES

DIALOGUE #1: (Phone call to a church.)

Person A: Church office. How can I help you?

Student: Yes. My family and I recently moved to the area, and we're interested in visiting your church. Can you tell me what time the worship service starts?

Person A: Certainly. Our service starts at 10:30 a.m.; adults and children meet together for about the first 15 minutes, then the children leave for their classes. The adult program continues till about noon. Um, after the service, we meet on the deck for

conversation and refreshments; you're welcome to join us.

Student: Alright. You do have a nursery, then?

Person A: Yes, we do.

Student: O.K. Well, we'll probably see you there this Sunday.

Person A: What was your name?

Student: XXX YYY.

Person A: My name is Pat Morrison. Hope to see you on Sunday.

DIALOGUE #2: (Student visits a local church.)

Person A: Hello. I'm Anna. Is today your first day here?

Student: Yes, it is.

Person A: And what's your name?

Student: XXX YYY.

Person A: Do you live near here?

Student: We live just off Middlefield Road.

Person A: Oh, that's really nearby. Well, we hope you'll come back again.

Student: Thank you very much.

HELPING YOUR STUDENT GET MORE INVOLVED WITH ENGLISH

IDEA #1: If you and your student are comfortable discussing religion in the U.S., the yellow pages might be a good place to start your discussion. There are over 60 different sub-headings under the main heading of "church"; just looking through these pages together

will probably prompt a number of questions about vocabulary and cultural issues.

IDEA #2: Would your student like to visit a church, either with you or on his or her own? Discuss what type of church your student would like to visit, then practice making an information-gathering call to the church office to find out about the service times, the availability of a nursery (if necessary), etc. Discuss what people wear to church, what they say to one another, and what is polite or impolite to say about religion.

IDEA #3: If your student is going to visit a church, brainstorm about the various conversational opportunities that your student may have. Then, role play appropriate dialogues for each item you come up with. For example, church members may greet your student when s/he comes in to the church, and again after the service. Some churches have a period of fellowship after the service where people just chat. Once again, though, the chatting is not usually about religion.

IDEA #4: If your student is interested in learning more about religious practices in the U.S., there may be other

English-in-Action students who are also interested. Perhaps EIA could have several volunteers hold a question-and-answer session. Or, perhaps EIA could arrange for students to take a field trip to a church during the week, when there's no service going on. (Or, you and your student could make such a field trip on your own.) Before such a visit, your student could talk with you about what his/her assumptions are about religion in the U.S.

INVITING
AND RESPONDING TO INVITATIONS

VOCABULARY

Barbecue

Baby shower

Birthday party

Bridal shower

Brunch

BYOB (Bring your own booze)

Casual

Check/check with

Formal/informal

Get-together/to get together

Grill/to grill

Host/hostess

Hostess gift

My treat/to treat someone

Pick up the tab

Picnic

Potluck

Tailgate party

Thanksgiving dinner/Christmas dinner

To be convenient

To cook out

Wedding

HELPFUL PHRASES

Responding to invitations:

Let me check with (talk to) my husband/wife/girlfriend/boyfriend and let you know.

That would be great. I'd really like to come.

Let me check my schedule and get back to you.

What would you like me to bring?

I'd really like to, but we already have plans that night.

I already have plans for lunch today; how about tomorrow?

Thanks for taking me out; it'll be my turn to treat you next time.

Is this an adult event, or is it o.k. to bring children?

Inviting:

I wondered if you and your family would like to come to ____ next Saturday/weekend/Sunday afternoon?

We're having a party on ____, and we'd love for you to come.

Let me give you the directions.

Do you know where we live?

Make sure you bring your little boy!

My son is having his third birthday party next ____, and we'd love for you and your family to come.

DISCUSSION TOPICS

- When we are invited to someone else's home for dinner or a party, we usually take an item of food or drink, or, possibly, flowers. It's always polite to ask the host or

hostess what you should bring. Even if they say that it's not necessary to bring anything, you might want to take a small bouquet of flowers or a bottle of wine (or sparkling cider or whatever you like to drink). How are hostess gifts handled in your student's home country?

- Are children usually invited to social events in your student's home country? If your student has children, or if s/he is inviting people with children to an event, what are polite ways to include/exclude the children? If your student's children are invited to a social gathering, it's o.k. to discuss the children's meal with the hostess ahead of time; for example, your student can let the host/hostess know if s/he plans to bring special food for the children.

- How are birthday parties handled in your student's home country? Has your student ever been to a birthday party in this country? You can let your student know that if s/he is invited to a child's birthday party, it's fine to ask the child's parents if there's something in particular that the child would like as a gift. People often don't take gifts to adult birthday parties (or perhaps they take something small, or some flowers). Whether or not you take a gift to an adult birthday party probably depends on how well you know the person.

- Do people use written invitations in your student's home country? We seem to mostly use written invitations for big parties, children's birthday parties, and for events such as bridal showers, baby showers, weddings, and rehearsal dinners. Some people, when they're having a large party, mail out invitations/directions that they've typed up on their home computer. If your student wants to use written invitations, s/he can find boxes of pre-printed invitations in most drugstores and stationery/card shops.

SAMPLE DIALOGUES

DIALOGUE #1: (A friend invites your student over for dinner.)

Person A: Hi. I've been meaning to ask you...would you and your wife like to come to dinner next Saturday night? We're having some other friends over, and I'm sure that they'd like to talk to you.

Student: Next Saturday night? I think that's o.k., but let me check with my wife to be sure. Can I let you know tomorrow?

Person A: That's fine.

(Later)

Student: I talked to my wife, and she said that next Saturday night is fine.

Person A: Great. We'll probably just cook out on the grill.

Student: Alright. What can we bring?

Person A: I think we have the food under control. Maybe just

whatever you'd like to drink.

Student: O.K. That sounds great. What time should we come?

Person A: About 6:00, I think. Do you know where we live?

Student: No, I don't.

Person A: It's not far from campus. I'll draw you a map.

Student: Thanks a lot; that would help.

DIALOGUE #2 (A friend invites your student to go to lunch.)

Person A: Have you been to that new Chinese food place on California Avenue?

Student: No, I haven't.

Person A: I was thinking about going there for lunch today. Would you like to go with me?

Student: Oh, I already have plans for lunch today. But, I'd love to go another day.

Person A: O.K. Maybe next week.

Next week:

Student: Hi. Do you have plans for lunch tomorrow?

Person A: No, I don't. Would you like to go somewhere?

Student: Yeah, that'd be fun. Would you like to go to the Chinese place that you were talking about?

Person A: Sure. About 12:00?

Student: 12:30 would be better. Would that be o.k. with you?

Person A: That's fine. Do you want me to stop by your office around then?

Student: Sure. See you then.

HELPING YOUR STUDENT GET MORE INVOLVED WITH ENGLISH:

IDEA #1: You and your student can come up with a list of things s/he might be invited to (or that s/he could invite people to). Take turns inviting each other and then having the other person either accept or decline.

IDEA #2: On separate pieces of paper, write down various factors that could affect how you respond to an invitation (you already have plans; you don't like the person who's inviting you; you really want to go, but relatives will be in town; you want to go, but you don't have a babysitter; and so on). Make a list of events and then practice inviting each other to them; for each invitation, you and your student have to respond based on the information on one of the pieces of paper.

IDEA #3: Does your student ever invite other Americans to do things? Is there someone that your student would like to invite to do something, but s/he isn't sure about how to go about doing it? Discuss the specifics of the invitation, then rehearse the invitation (and various responses to it). Have your student report back about how the actual invitation went.

IDEA #4: Have you been meaning to invite your student (and his/her family) to an event outside of your regular tutoring session? Or, would you be interested in having your usual tutoring session in a special location (a coffee shop, a park, a restaurant, etc.) If the answer is yes to either of these questions, then you have a real event to invite your student to. After the invitation takes place, you can discuss your student's response. Make sure that your student understands that this is a real invitation.

IDEA #5: Have your student think of a different place/time to hold your normal tutoring session (a coffee shop or restaurant, perhaps). Then, have your student invite you to go to the alternate tutoring site. Discuss the invitation after it has taken place. Make sure that both you and your student are clear about whether you really are going to the alternate site.

MAKING CONVERSATION

VOCABULARY

Conversation starter

Polite/impolite

Rude

To chat

To converse

To discuss/discussion

To gossip

To make conversation

To make small talk

To mingle

To socialize

To speak with/to

Topics of conversation

HELPFUL PHRASES

QUESTIONS THAT VISITORS TO THE U.S. ARE OFTEN ASKED

1. How long have you been here? or When did you arrive?
2. Are you going to school here?

   If yes:

   How do you like it?

   Are you going to Stanford?

   What are you studying?

If no:

Do you work? **or** What do you do during the day? **or** How do you spend your time?

3. Where are you from?

   What city?

   Where's that located?

   What's it like there?

   Is that near _____? **or** How close is that to _____?

4. Are you married?

   If yes:

   What does your husband/wife do?

   Is s/he here with you?

5. Do you have children?

   If yes:

   How old are they?

   Are they in school?

   Do you (or does your spouse) stay home with them?

6. Are you studying English?

   If yes:

   Where are you studying?

   How do you like it? **or** How's it going?

   Did you study English at home?

7. What did you do in your home country?

8. How do you like it here? **or** What do you think of the U.S./California/Palo Alto?

9. Have you seen much of the U.S.?

   If yes:

   Where have you been? **or** What have you seen?

   Where's your favorite place so far?

10. Do you plan to travel while you're here?

    If yes:

    Where would you like to go?

11. Are you homesick? or Do you miss your friends and family?

12. Where do you live?

    Where is that? or Is that near Stanford/downtown Palo Alto/Embarcadero Road/etc.?

    Do you live in a house or an apartment?

13. Have you made many friends yet?

14. How long do you plan to stay here? or When do you have to go back home?

15. How long have you been studying English? or How long did you study English before you came here? or When did you start studying English?

HELPFUL PHRASES

SAFE CONVERSATION STARTERS FOR YOUR STUDENT TO USE

1. Do you live here in Palo Alto/Menlo Park?

2. Are you from California originally?

   If yes:

   From the Bay Area? or What part of California are your from?

   If no:

   What part of the U.S. are you from?

   How long have you lived here?

   Does your family still live in_____?

   Is ____ very different from California?

3. Have you ever been to Oregon/Seattle/Vancouver/Texas/Boston/etc.?

   If yes:

   What is it like?

   Have you been there recently?

   Is there anything that I should make sure I see when I visit there?

If no:

I'd like to talk to someone who's been there; I plan to go there....

4. Do you have any children?

If yes:

How old are they?

Are they in school?

What are their names?

5. What do you do?

Where do you work?

Do you work at Stanford?

Have you worked there for a long time? or How long have you worked there?

What does your husband/wife do?

DISCUSSION TOPICS

- Are the questions listed above the same type that you would ask a visitor in your student's home country? Would any of these questions be considered rude? What topics would be considered rude in your student's home country? What topics are considered inappropriate for casual conversation here?

SAMPLE DIALOGUES

DIALOGUE #1 (Student is in line at the cafeteria in the student union.)

Person A: Oh, hi! You're in my engineering class, aren't you?

Student: With Dr. Lombardi? Yes.

Person A: How do you like the class?

Student: I like it. He really tries to make the class interesting.

Person A: I like him also. Where are you from originally?

Student: From _____.

Person A: Oh, that's interesting. What part of ____?

Student: _____ (names a city.)

Person A: How long have you been here?

Student: Just since September.

Person A: How do you like it so far?

Student: I'm really having a great time, but using English has been difficult.

Person A: Really? You speak really well.

Student: Thank you. It doesn't feel like it.

Person A: No, you really do. I don't have any trouble understanding you. Did you study English for a long time before you came here?

Student: Yes. I've been studying English since I was 8 years old.

Person A: Oh, that helps. I wish we paid more attention to languages in this country. Oh, here's the end of

the line. I need to go over that way. What's your name, anyway?

Student: XXX YYY.

Person A: I'm John. It was nice to talk to you.

Student: You too.

DIALOGUE #2: (Student's spouse is in the doctor's office.)

Spouse: Hi. Don't you work at the International Center?

Person A: Yes, I do. I work upstairs. What's your name?

Spouse: I'm XXX. My husband is a visiting scholar here. What's your name?

Person A: Maria Campbell.

Spouse: Do you live here in Palo Alto?

Person A: No, actually we live in Mt. View, but we go to the doctor here at the Palo Alto Clinic. How about you? Do you live in Palo Alto?

Spouse: No, we live in Menlo Park, pretty close to the Stanford campus. What do you do at the International Center?

Person A: I have an administrative job there. Do you come to the I-Center a lot?

Spouse: Yes, I've started doing several activities there. Have you worked there a long time?

Person A: For about 3 years now.

Nurse: Maria Campbell?

Person A: Oh! Well, I'd better go now. It was nice to talk with you! I'll probably see you at the I-Center one

day. Stop in and say hello sometime.

Spouse: Thank you! I will.

HELPING YOUR STUDENT GET MORE INVOLVED WITH ENGLISH

IDEA #1: You and your student can go through the questions in the helpful phrases section and come up with a variety of appropriate responses to each question. Practice asking the questions and giving responses. You'll probably come up with a number of different versions of the questions as well.

IDEA #2: The two of you can come up with a list of people with whom your student might have a polite conversation, as well as places where the conversations would take place. Then, using the questions shown above and the list of people, practice some conversations. Help your student think of variations on the questions and appropriate responses.

IDEA #3: Are there Americans that your student would like to get to know a bit better, but with whom s/he hasn't felt comfortable conversing? Think of one or two people that your student would like to talk to, then practice a situation in which your student initiates a conversation with that person. At your next

session, get your student to report back to you on how the conversation actually went.

MEETING, GREETING & SAYING GOOD-BYE

VOCABULARY

Host/hostess

Lovely/wonderful/really nice time

Pleased

Pleasure

So long

To be afraid (as used in polite conversation)

To bump into someone

To date/to have a date/to make a date

To do again

To enjoy

To get together

To get one's things together

To have someone over

To introduce

To look forward to

To meet

To run into someone

To show someone to the door

HELPFUL PHRASES

Polite phrases for greeting and saying good-bye.

I'm pleased to meet you.

This is my son/husband/wife/daughter _____.

____, I'd like you to meet _____.

I'm glad I ran into you.

Fine, thanks, and you?

I'm glad that I finally got to meet you.

I've been looking forward to meeting you.

I hope that we can get together/do something again soon.

We'll have to get together when we have more time.

See you soon/next week/tomorrow/later.

Have a good week-end/evening/week.

Give me a call soon.

I'll give you a call next week/soon/before long.

I'm glad that we were able to get together.

I'm afraid that we have to go now.

It's getting late; we should start getting our things together.

Thank you for a lovely evening/dinner/lunch/etc.

I'm so glad that you could come.

We'll have to do it again soon.

We really had a good time.

To disengage from a conversation at a social gathering:

Have you seen my husband/wife.friend recently? I needed to ask him/her something... I'll talk to you later....

Do you know where the restroom is?

Would you like something else to eat/drink?

I think I'm going to get something to eat/drink. Can I

bring you something?

I think the party's almost over. Maybe I'd better start looking for my husband/wife/friend, etc.

Do you know what time it is? I have to get up early tomorrow morning....I think I'm going to have to be leaving soon.

DISCUSSION TOPICS

- How do people greet one another/say good-bye to one another in your student's home country? Are they more or less formal than we are here? Do people greet a professor or boss very differently than they would a peer? Do people shake hands or use other body language when they greet each other or when they say good-bye? Is your student comfortable with hugs or hand-shaking or the other body language that we use?

- Your student may feel more comfortable in social situations if s/he knows a good way to introduce someone or to say good-bye, but it's also important for him/her to understand that we have a number of ways of performing these functions. For example, we have our standard phrase for introductions, "____, I'd like for you to meet ___," but, the conversation surrounding that phrase may consist of any of a number of other polite phrases. Is this true in the student's home country as well?

SAMPLE DIALOGUES

DIALOGUE #1: (Student and spouse run into student's co-worker and his spouse at a store.)

Co-worker: Hi there! I thought that was you!

Student: Oh, hello!

Co-worker: Janice, come here a minute. I'd like for you to meet Tatsuo. I've talked to you about him; he's here from Japan.

Janice: Oh, of course. You went to the Japanese restaurant together.

Co-worker: Yes. And Tatsuo, this must be your wife.

Student: Yes. This is Tomoko. Tomoko, this is Bob, who has the office next to mine. And this is his wife. What was your name again?

Janice: Janice.

Tomoko: Nice to meet you.

Janice and Co-worker: Nice to meet you, too.

Co-worker: So, do you live nearby?

Student: Yes. Actually, we're just a couple of blocks away. How about you? Do you live nearby as well?

Co-worker: Uh, sort of. We're not close enough to walk, but we really like coming here.

(A few more minutes of conversation...)

Janice: (Looks at watch). You know, Bob, Mary Ann is supposed to come by the house this afternoon.

Co-worker: Oh, yeah. I'd forgotten. We'd better get a move on. Tomoko, it was really nice to finally meet you. We'll all have to get together sometime.

Tomoko: Thank you very much. We'd enjoy that.

Janice: We would too. Nice to meet you also, Tatsuo. Have a great weekend.

Tatsuo: You too.

Everyone: Good-bye...see you Monday...

DIALOGUE #2 (Student is at a party.)

Person A: ....it was really a great movie.

Student: I'd really like to see it. You know, I haven't seen my wife lately, have you? She had said something about wanting to leave early...I think I'd better see if I can find her.

Person A: The last time I saw her, she was in the kitchen.

Student: I'll go look in there. Maybe I'd better go ahead and say good-bye in case we don't come back through here on our way out. I'll see you at school on Monday.

Person A: Alright. See you then.

DIALOGUE #3 (Student is leaving a dinner party.)

Student: Mary? I think I'm going to have to leave now. I have to get up early tomorrow morning.

Mary: Oh, that's too bad. I'm so glad that you could

come, though.

Student: I've had a really good time. Thanks so much for having me over.

Mary: We'll have to do it again soon.

Student: I'd like that. Enjoy the rest of the evening!

Mary: Thank you. You too.

HELPING YOUR STUDENT GET MORE INVOLVED WITH ENGLISH

IDEA #1: You and your student can discuss various situations in which s/he might greet someone; for example, there's running into a friend at a store, talking to a bank teller or store clerk, conversing with the person delivering your mail, bumping into your co-worker or professor while you're out with your spouse, etc. Develop a scenario for each occasion that you come up with; you could even play a game with three stacks of cards -- one for places, the second for the person that you run into, and the third for any people that may be with you. Then, rehearse each of the situations. Make sure you discuss body language as well...hugs, handshakes, pats on the shoulder, etc.

IDEA #2: You and your student can come up with a list of excuses to use in disengaging from a conversation. For example, parents frequently use their children's

schedule as a polite excuse to leave a social situation. Then, think of different places where your student might be involved in a conversation and want to leave; your student might want to leave the setting altogether, or if s/he is at a social gathering, s/he might just want to leave a particular conversation and move on to another one. Then, practice the situations.

IDEA #3: During the week between your sessions, have your student keep a journal about the people that s/he greets or says good-bye to. In addition, your student could try to observe other people's greetings and leave-takings. Discuss your student's notes at your next session, and see if s/he has any questions about vocabulary or culture. You and your student could then act out some of the conversations that your student observed or was involved in.

SIGNING UP FOR ESL CLASSES OR RECREATIONAL CLASSES

VOCABULARY

Advance registration

Arts and crafts

Cancellation

Certification of completion

Class code number

Class title

Continuing students

Drop-in option/to drop in

Eligibility/to be eligible

Fee

Fine arts

Fitness/physical fitness

Instructor

Kids

Liability waiver

Nature activities

Performing arts

Placement test

Preschool

Processing fee

Proof of residency

Quarter

Recreation

Refund

Residents/non-residents

Semester

Senior citizens/seniors

Sports

Summer camps

Teens/teenagers

Term

To hold a class

To register/registration

To sign up (for)

To take a class

Waiting list

Walk-in registration

HELPFUL PHRASES

Is your _____ class full?

Do you have any space left in your _____ class?

When is registration?

Where do I go to register?

Can you tell me more about the class?

Can you tell me anything about the instructor?

How/where can I get a course schedule?

Can you put me on the waiting list?

How many people are ahead of me on the waiting list?

Where will the class be held?

When is the first day of class?

Where/when can I sign up for class?

Will this class be offered again next quarter/semester/term?

Do I need to take a placement test?

Where/when can I take the placement test?

DISCUSSION TOPICS

- Our area has a wealth of class offerings (some of the facilities that offer classes are listed below); is your student aware of these classes? Would s/he be interested in taking an ESL class or a class just for fun? If your student is concerned that English skills might prohibit him/her from doing well in classes that include native English speakers, the two of you can spend some time discussing classes where English skills might not be crucial. For example, a lecture class on English literature might be frustrating if your student's English skills aren't at an advanced level, but an aerobics class could be quite enjoyable. Other classes that might be fun range from dance, basketball, and self-defense to vegetarian cooking and car maintenance. Are such classes offered in your student's home country? If your student has children, s/he might enjoy signing the kids up for a gymnastics or art class; if the kids are small, parents normally attend the class also, and it can be a good way to meet other parents.

Community resources for ESL or recreational classes include the following:

City of Palo Alto Dept. of Community Services: lists its classes and events in a booklet called "Enjoy." In this booklet, you can find: a whole range of classes for everyone from toddlers to senior citizens, information about other organizations that rent space at the cultural center and that offer services to the public (dancing, singing, and karate groups, etc.), info about children's storytimes at the library, a number of hikes and nature activities at Foothill Park, Arastradero Preserve, and Palo Alto Baylands, 5k and 10k runs in the area, special events in Palo Alto, etc. You do not have to be a resident of Palo Alto to participate in these classes; you may have to pay a small non-resident fee, however.

Bechtel International Center: offers a number of ESL classes and cultural activities for your student to participate in. Many activities at the I-Center are free of charge.

Foothill College and other area community colleges: offer ESL classes for students who already have basic conversational skills in English. Students must take a placement test before registering for ESL classes. Other course offerings at Foothill range from aerobics and

basketball to painting and computer science. Classes in California community colleges are more expensive, especially for non-residents, than are those in adult education and recreation departments.

City of Palo Alto Adult Education: offers ESL classes at various sites in Palo Alto (PA High School, the YWCA, Escondido Village at Stanford, and the school's Charleston campus). Most ESL courses are free. In addition, PA Adult Education also offers English improvement courses that focus on such things as American movies, building vocabulary, English pronunciation, and conversation for foreign visitors. Adult Education also offers classes about everything from vegetarian cooking to country western dance and maintaining your car. You do not have to be a resident of Palo Alto to participate in these classes.

Language Exchange at Palo Alto Adult Education: Once a week, Adult Education gathers together people who speak a variety of languages. You spend half of each evening conversing in English with native English speakers, and the other half of the evening you will be conversing in your native tongue with people who want to learn that language.

City of Menlo Park Community Resources Department: offers a variety of classes (similar to those offered by the City of

Palo Alto) for residents of Menlo Park and the surrounding communities.

Sequoia Adult School in San Mateo County: has course offerings similar to those of City of Palo Alto Adult Education. Once again, most ESL classes are free.

City of Mountain View Community Services (Recreation Dept.): offers mostly children's classes; the only adult classes are aquatics and aquacize classes. Adult classes in Mt. View are offered at the YMCA and through Adult Education.

Mt. View-Los Altos Union High School District Adult Education: has the same sort of course offerings that Palo Alto and Menlo Park have (ESL and a variety of recreational classes).

YMCA/YWCA: There are a number of YWCAs and YMCAs along the Peninsula; each one is individually operated and therefore has different course offerings. In general, the YMCAs are more fitness-oriented, and the YWCAs offer a wider range of classes. The YWCA on Alma Street in Palo Alto offers everything from self-defense, arts and crafts, personal growth and development, and kids' classes to actual exercise classes. If you join the YWCA, you pay a reduced rate for classes that you take there.

Private language exchange: If your student is interested in additional English conversation, s/he could put up a notice at Tressider Student Union requesting to meet regularly with a native English speaker who wants to learn your student's native tongue. At each session, they could spend half the time conversing in English and half in your student's first language. If your student is concerned about meeting with a stranger, the exchange could take place at someplace public (like the Student Union). Additionally, your student could have someone accompany him/her to the first meeting.

SAMPLE DIALOGUES

DIALOGUE #1: (Phone call to a recreation department.)

Person A: Good afternoon. Palo Alto Recreation Department.

Student: Yes. I live in Menlo Park; is it o.k. for me to sign up for some of your classes?

Person A: Certainly. Residents do get first priority during registration, but most classes don't get filled up before non-residents have a chance to register. Non-residents do have to pay an extra $7 per class.

Student: O.K. How can I get one of your course schedules?

Person A: You can come by our office at 2590 Middlefield Road and pick one up; we're open from 9 to 9, Monday through Friday, and from 9 to 6 on Saturday.

Student: Would it be possible for you to mail me a course schedule?

Person A: I'll be glad to. What's your name, please?

Student: XXXX YYYY.

Person A: Could you spell that, please?

Student: (Spells name.)

Person A: And your address?

Student: 2789 Rincon Avenue, Apt. C4, Menlo Park, 92025.

Person A: Alright. I'll get your schedule in the mail today if I can; if not, it will be mailed out tomorrow.

Student: Thank you very much.

DIALOGUE #2 (Student visits a local recreation department.)

Person A: How can I help you?

Student: I wanted to pick up one of your course schedules.

Person A: The new schedules won't be ready for about two weeks.

Student: Um, do I need to come back here to get one?

Person A: Do you live in Palo Alto?

Student: Yes, I do.

Person A: The schedules are automatically mailed to all Palo Alto residents. If for some reason you don't get one, you can come back here and pick one up, or you can call us and we'll mail you one individually.

Student: Thank you very much.

DIALOGUE #3 (Student calls local recreation department.)

Person A: Palo Alto Recreation. How can I help you?

Student: Yes. I wanted to see if your Active Arts for Parents and Tots classes are full for June and July.

Person A: Um, some are full and some aren't. Which one in particular are you looking for?

Student: Well, it needs to be one for 18 to 36 month olds.

Person A: I think that those are o.k. I know there's a 2 to 5 year old class that's full in June.

Student: Great. What do I need to do to register?

Person A: Just come in to the Lucie Stern Center between 9 and 6 on a weekday.

Student: Alright. Thank you.

HELPING YOUR STUDENT GET MORE INVOLVED WITH ENGLISH

IDEA #1: Get a copy of the latest "Enjoy" booklet, published by the Palo Alto Dept. of Community Services; you can always get one at the Lucie Stern Community Center. Even if your student doesn't want to sign up for a formal class, one of the many activities or groups listed in the booklet will probably appeal to your student. With your student, look through the table of contents and see what vocabulary questions your student has. Do any of the topics look interesting? Either together, or as a homework assignment, have your student look through the booklet to come up with one or more activities that s/he might like to participate in. At your next

session, see what questions your student has about any activities s/he may have chosen; does s/he need to make phone calls to get more information about the activities? If so, practice the phone conversations. Does your student need to go and sign up for a class? If so, discuss the language your student will need at the time of registration.

IDEA #2: Is your student interested in taking a class? Have him/her call several of the organizations listed above to get their course schedules. Rehearse the phone conversations first. Once your student receives the catalogues, the two of you can look them over together. Discuss the variety of classes that are offered; are similar classes offered in your student's hometown? Are there institutions similar to community colleges in your student's home county? Are any of the classes interesting to your student? If your student wants to take a class other than ESL, s/he could contact the school to see if an English placement test is necessary (many community college courses require that you take an English placement test).

IDEA #3: If your student is interested in taking a class, you could have him/her go by the institution offering

the class and pick up some registration forms. The two of you could go over the forms together to see if there are language/cultural questions. Then, you could role play the actual registration.

TALKING ON THE TELEPHONE

VOCABULARY

Answering machine

Area code

Beep (leave a message after the beep...)

Calling card

Call waiting

Collect call

Connection (bad or good)/to connect

Cord

Cordless phone

Directory assistance

Extension

Local calls

Long distance carrier

Message

Nearby calling (less expensive than long distance calls)

Pound sign (#)

Prefix

Rates (evening, weekend, daytime)

Speed dial

Speaker phone

Star sign (*)

Static

Third number call

To call (someone) back

To hang on

To hold on

To return a call

To take/leave a message

Voice mail

Zone calls

HELPFUL PHRASES

May/can I speak to xxxxx?

Is xxxx there?

May/can I take a message?

Would you have xxxx call me?

Can I give you my number?

Well, I'd better go now.

I've got to go and cook dinner/pick up the kids/etc.

Wait just a minute, please.

Hold on, please.

Can you hold on a minute? (Can you hold?)

Can I call you back in a few minutes?

DISCUSSION TOPICS

- See the section on "Using the Telephone Directory and Calling for Information," on pages 155-161, for additional materials about using the telephone.

- Find out how your student feels about using the phone; a lot of people really don't like to talk on the phone in another language since they don't have facial expressions to help them communicate. Your student's phone skills are probably better than s/he thinks they are.

- Is the language we use to begin/end telephone conversations pretty much the same as in your student's home country?

- Talk about formal vs. informal phone language. Some phrases, such as "Can you hold, please" are mostly heard in business settings. Depending on how polite we're feeling when we're at home, we may use the more polite "may," as opposed to "can," in a lot of our phone phrases. With a friend we may say "Hold on a sec," as opposed to the more polite "Hold on, please."

SAMPLE DIALOGUES

DIALOGUE #1: (Student makes a phone call.)

Person A: Hello.

Student: Hello. May I speak to xxxx?

Person A: Uh, wait just a minute, please. May I say who's calling?

Student: This is YYYY.

Person A: O.K. Can you hold on a minute? I'll get her.

Student: O.K. Thank you...

DIALOGUE #2: (Student makes a phone call.)

Person A: Jones' residence.

Student: Oh, hello. May I speak to xxxx?

Person A: She's not here right now. May I take a message?

Student: Uh, yes, please. Would you have her call me? This is YYYY.

Person A: Sure. Does she have your number?

Student: Uh, let me give it to you. It's 555-1234.

Person A: 555-1234?

Student: That's right.

Person A: OK. I'll tell her when she comes in.

Student: Thank you. Good-bye.

Person A: Good-bye.

DIALOGUE #3: (Another student calls student.)

Student: Hello.

Person B: Hello. Is xxx there?

Person A: This is xxxx.

Person B: Oh, hi. This is yyy. I was calling to.....

DIALOGUE #4

Person A: Hello.

Person B: Hello. This is yyy. Is this XXX?

Person A: Yes, it is. Listen, I'm busy right now. Can I call you back in just a minute?

Person B: Sure. Do you have my number?

Person A: Go ahead and give it to me.

Person B: Uh, it's 555-7788.

Person A: 555-7788?

Person B: Yes.

Person A: OK. I'll call you back in about five minutes. OK?

Person B: OK. Talk to you then.

Person A: Good-bye.

Person B: Good-bye.

HELPING YOUR STUDENT GET MORE INVOLVED WITH ENGLISH

IDEA #1: As you practice telephone skills, it's helpful if you can use actual phones. If you don't want to do this, try sitting back-to-back so that you can't see each other. This helps to simulate a phone conversation.

IDEA #2: Brainstorm with your student about some reasons s/he might need to use the phone. Write the reasons down on slips of paper and take turns calling each other.

IDEA #3: Leaving messages on answering machines can be disconcerting. Give your student a homework exercise to call you several times during the week and leave messages. You can practice leaving messages during your session, and the two of you can plan in advance what the actual messages will be about. For

example, your student could request that you call him/her or your student could explain that s/he needs to change the time of your tutorial session.

IDEA #4: One EIA volunteer says that she's had a lot of success with occasionally having the whole session over the phone (or perhaps two 30 minute phone calls during the week.) If you have your session over the phone, you and your student can discuss expectations about how such a conversation will go; at your next session, you can talk about how it went.

IDEA #5: So many businesses have voice mail these days, and many of the systems give you the same basic options. Your student will probably have to contend with voice mail as s/he goes about his daily routine, so it's good to have some sort of understanding of how it works. Your student can also access voice mail to use the messages as listening exercises. Think of several places that have lengthy voice mail messages (airlines, Yosemite reservations, the bank, etc.) Make calls to these places with your student (on two extensions or on a speaker phone) so that you can deal with any questions that arise. Some other ideas about using voice mail are discussed on page 28.

USING THE ARTS AND ENTERTAINMENT/CALENDAR SECTION OF NEWSPAPERS

VOCABULARY

Balcony

BASS ticket outlets

Benefits

Box Office

Concert

Expiration date on credit card

General admission

Lecture

Matinee

Mezzanine

Movie ratings - G, R, PG13, X, PG

Opening night

Performance

Preview performance

Reserved seating

Review/to review

Sold-out/to sell out

Ticketron ticket outlets

Tickets in advance

Tickets at the door

Will Call

Workshops

HELPFUL PHRASES

Could you tell me how much tickets cost for xxx?

How much are the tickets?

Are tickets the same price for all performances?

Where is xxxx located?

Do you have special prices for students?

How long will the show run?

When did the show open?

Has the movie been playing here for a long time?

Is it possible to buy tickets at the door?

Where are these seats located?

How's the view from those seats?

What kind of review did this movie/show get?

DISCUSSION TOPICS

- Talk about prices for various events such as concerts and movies and football games; how do they compare to prices in your student's home country? Many places have special prices if you have a student I.D. In addition, matinee performances and previews are often less expensive.

- The "goings on" section of the PA Weekly lists tons of clubs, lectures, classes, conferences, and meetings. Many activities under these headings are free. Students may not realize that it's fine for them to go to such events. Would your student go to such events in his/her home country?

- Resources in the area include the Palo Alto Weekly (bi-weekly, delivered to homes for $20/year, or can be bought in grocery stores, etc. for 50 cents); The Country Almanac (weekly Menlo Park paper, $20/year or 25 cents per copy); the San Jose Mercury News' Friday calendar section, the San Francisco Chronicle/Examiner's Sunday "pink" section. All of these can be read for free in local libraries. The Stanford Daily, available on campus, also lists some local events. Monthly calendars for family-oriented events can also be found in the two area parenting magazines, Peninsula Parent and Bay Area Parent, available for free in libraries, large businesses, grocery stores, etc.

SAMPLE DIALOGUE

DIALOGUE #1: (Phone call to number listed in the calendar...)

Person A: Hello, Mountain View Center for the Performing Arts.

Student: Yes. I'd like to buy some tickets for your Beethoven program.

Person A: How many tickets would you like?

Student: Three.

Person A: And for which date?

Student: Which dates are available?

Person A: Dec. 10th and 11th at 8 p.m., and Dec. 12th at 2 p.m.

Student: Are all tickets the same price?

Person A: No, tickets are $14 for the 8 p.m. performances and

$12 for the matinee.

Student: Do you have special prices for students?

Person A: No, not for this event.

Student: Alright, I'd like to get three tickets for the matinee performance.

Person A: O.K. Those will be $12 each. All seats are general admission, so it's first come, first serve.

Student: Do I need to come early to get a seat?

Person A: We open the door about 30 minutes before the performance. This is a small theatre, so there aren't really any bad seats.

Student: O.K.

Person A: How would you like to pay for these? Visa, MasterCard or American Express?

Student: Visa, please.

Person A: Your card number?

Student: XXXX XX XXX XXXX

Person A: Expiration date?

Student: 4/95.

Person A: Last name?

Student: XXXXX

Person A: First name?

Student: YYYY.

Person A: Mailing address?

Student: 14 Sierra Street, Apt. B.

Person A: City and zip?

Student: Palo Alto, 94306.

Person A: Let me read this back to you. (Reads information.)

Student: That's correct.

Person A: There's a $1.50 service charge if you want me to mail these to you. Or, you can pick them up at Will Call the night of the event.

Student: I'll pick them up. Where do I go?

Person A: If you come to the front of the theater, you'll see a sign that says "Will Call." Pick them up there.

Student: O.K. Thank you.

Person A: Thank you for calling Mountain View Center for Performing Arts.

HELPING YOUR STUDENT GET MORE INVOLVED WITH ENGLISH

IDEA #1: The calendar/goings on section of newspapers can provide good practice in skimming, one of the reading skills. (Plus, your student might find something that s/he want to do out in the community...) Pick out several things from the calendar section that look interesting, and then have your student look through the section to find these activities and to gather further information about them (price, times, location, etc.).

IDEA #2: For "homework," give your student a current calendar section from a local paper and have him/her pick out

something to do. Or, have your student pick out something to do with you. At your next session, have your student come up with a list of questions that s/he has about the event. Then, rehearse a telephone conversation to get further information about the event (or to make reservations). If you don't go with your student, s/he can give you a review of the event at your next session.

IDEA #3: Have your student brainstorm about the types of cultural/recreational activities s/he participates in at home. Does your student take part in the same sort of activities here? With your student, look for these activities in the calendar sections of area newspapers. Discuss whether there are any events/activities listed that your student would be interested in. What further information does your student need about the activities? Practice telephone calls to get the information that your student needs. After going to the event, your student can let you know if it was what s/he expected.

IDEA #4: Is there an American friend/acquaintance that your student would like to do something with socially? Have your student look through the calendar sections

of local papers with the friend in mind; it might take a week or two to come up with an appropriate event. Once your student finds an activity that s/he is interested in, have him/her gather any other logistical information that is needed; practice these information-gathering conversations. Then, role play the invitation to the American friend.

IDEA #5: Pick out several events that sound interesting from the calendar section of the newspaper. With your student, come up with questions that the two of you have about the events. Rehearse information-gathering telephone calls with your student, then have your student make the actual calls. Your student could make the calls for homework and could then relay the information back to you at your next session.

DEALING WITH DOCTORS

VOCABULARY

Advice nurse

Allergy/to be allergic to

Backache

Bite

Check-up

Chicken pox

Clinic/private practice

Congestion/to be congested

Cough

Diarrhea

Emergency room

Family practice doctor

Fever

Flu

General practitioner

Gynecologist

Headache

Infection/to be infected

Insurance

Measles

Mumps

Nausea/to be nauseous

Nurse practitioner

Obstetrician

Pediatrician

Painful

Physical examination

Prescription

Rash

Runny nose

Sinuses/sinus infection

Sore throat

Specialist

Stomach ache

Stuffy nose

Symptoms

Temperature

To ache

To be available

To be sore

To hurt

To refill

To schedule an appointment

To throw up

Upset stomach

Urgent care

Vaccination/shot

Vomiting/to vomit

Well-baby visits

HELPFUL PHRASES

My ____ hurts when I _____.

My temperature is 102 degrees.

I've had these symptoms for ___ days.

First, my ____ hurt, then my ____ started to ___.

I need to make an appointment for my child to see Dr. _____.

My son/daughter needs to have his/her 18-month vaccinations.

I need to schedule my son/daughter's well-baby visit.

I need to see someone today if possible.

Is another doctor available?

Is the nurse practitioner available?

I just have a couple of questions; could I talk to the nurse?

Do you have any late afternoon appointments available?

Is it possible to see someone sooner?

Do you have evening or Saturday hours?

DISCUSSION TOPICS

- How does the medical situation in your student's home country compare to ours here? Do people normally go to a general practitioner or a family practice doctor? Are there as many specialists as we have here? Is insurance handled in a similar way? Are medical costs significantly different? Is your student familiar with the concept of managed health care (HMOs and PPOs are two of the terms I'm familiar with)?

- Has your student found a regular doctor here? Cowell Student Health Center at Stanford only sees adults, and if you aren't a registered student, you have to pay a fee-for-service at the health center. The health center normally refers people who are not registered students to Palo Alto Medical Center or to Stanford Medical Center.

- When I need medical advice about how to treat an illness at home or about whether or not I should come into the office, I often talk to one of the nurses in my doctor's office. Nurses are usually much more accessible than doctors; some doctors' offices even have designated "advice nurses." Is there a similar situation in your student's home country? Is your student comfortable talking to an advice nurse rather than talking to an actual doctor?

- Does your student have a fahrenheit thermometer or a celsius to fahrenheit conversion scale? When you call in to a doctor's office for an appointment or for medical advice, the person on the phone frequently wants to know the temperature of the sick person.

SAMPLE DIALOGUES

DIALOGUE #1: (Student calls Cowell Student Health Center to make an appointment.)

Recording: Welcome to Cowell Student Health Center. If this is

an emergency, please dial 9-911 from a campus phone or 911 from an off-campus phone. Our regular business hours are 9 to 5, Monday through Friday. If you are calling from a touchtone telephone and need to cancel an appointment, please press 6. To schedule an appointment, press 1. For medical advice, press 2. For student health insurance, press 3. For general information, or to speak to a staff person, press 4. For the pharmacy, press 5. If you are dialing from a rotary dial telephone, please stay on the line.

Person A: Cowell Student Health Center. How can I help you?

Student: I need to make an appointment.

Person A: What do you need to see a doctor about?

Student: I have a cold.

Person A: O.K. Are you currently registered as a student?

Student: Yes.

Person A: Do you have a particular doctor that you wish to see?

Student: No, I don't.

Person A: The first available appointment isn't until Friday at 11:00.

Student: I've been sick for two weeks. Isn't it possible to see somebody before then?

Person A: Let me let you talk to the advice nurse.

Nurse: Advice nurse. How can I help you?

Student: Yes, I've got a bad cold and I wanted to see if I could see a doctor before Friday.

Nurse: How long have you been sick?

Student: Almost two weeks.

Nurse: Are you getting any better, or are you getting worse?

Student: I don't feel like I'm getting any better. Yesterday I got a fever again.

Nurse: How high is your fever?

Student: About 102 degrees, I think.

Nurse: Why don't you go ahead and come into urgent care. Just come on in to the health center, and we'll fit you in as soon as we can.

Student: Thank you very much.

DIALOGUE #2 (Student is in the doctor's office.)

Nurse: XXXX? Come on back. Can you step on the scale and we'll weigh you before we go to your room.

Student: O.K

Nurse: Alright. You can come on back now. (Nurse and student enter the room). You can sit right there. What are you here to see the doctor about today?

Student: Well, I've had a cold for about a week now, and it seems to be getting worse.

Nurse: Are you taking any medication right now?

Student: Just Tylenol and some cough medicine.

Nurse: O.K. Well, I'm going to take your temperature and your blood pressure, and then the doctor will be in in a minute.

Student: O.K.

Nurse: Can you push up your sleeve so that I can take your blood pressure? O.K. Hold your arm like this and I'll put the cuff on. Is that too tight? O.K. Here we go. Your blood pressure's fine. Now open your mouth and I'll take your temperature. There. Leave the thermometer in for a couple of minutes and I'll come back and take it out. O.K.?

Student: Nods his/her head.

A couple of minutes later:

Nurse: Alright. It's time to take the thermometer out. The doctor will be in in just a few minutes to see you.

DIALOGUE #3: (Student is in doctor's office.)

Doctor: Hello. I'm Dr. Jackson. You're XXXX; is that the right pronunciation? (Student nods.) And this must be Lise.

Student: Yes.

Doctor: And you're here for Lise's 9-month well-baby visit?

Student: That's right.

Doctor: How are things going?

Student: Things are going pretty well. She's crawling a lot

and she's pulling herself up and trying to walk by holding on to different pieces of furniture.

Doctor: Good, it sounds like she's doing well. One of the big things at this age is making sure that dangerous things are out of her reach, as she's so curious about everything. I can't stress enough how careful we have to be with kids this age, especially if you're visiting in someone else's home that might not be as child-proofed as your own home is.

Student: I know. She really is into everything.

Doctor: How's she sleeping?

Student: Pretty well. She sleeps through the night a lot of nights, and then, once or twice a week, she may wake up a time or two during the night.

Doctor: Are you o.k. with that?

Student: Well, I'd like it if she slept through the night every night, but I guess what she's doing is normal.

Doctor: Yes, it is. How is she doing with solid foods?

Student: She eats a lot of what we eat if I cut it up real fine. She still likes her baby cereal a lot and she eats a lot of yogurt.

Doctor: That's all fine. Is she still drinking formula?

Student: Yes.

Doctor: O.K. Well, sometime around one year you can switch her over to whole milk.

Student: O.K.

Doctor: Why don't you hold her on your lap and I'll examine her while she sits there.

Student: O.K. (Puts baby on her lap.)

Doctor examines baby.

Doctor: Well, everything seems just fine. She seems like a very healthy little girl. No shots today; she'll have another shot at her 12-month check-up. Here are some information sheets about 9-month-olds. Give us a call if you have any questions.

Student: Thank you very much.

HELPING YOUR STUDENT GET MORE INVOLVED WITH ENGLISH

IDEA #1: You and your student can come up with a list of various ailments and their symptoms for which your student might need to call the doctor (use a doll or a drawing if it helps). Using your list, practice explaining your symptoms to a doctor/nurse, both over the phone and in person.

IDEA #2: Using the symptom list in Idea #1, practice calling in to the doctor's office to make appointments for your student (and for your student's family, if s/he has one).

IDEA #3: Make a list of different reasons that your student might call the doctor's office: to talk to the

advice nurse, to cancel an appointment, to ask about a bill, to make an appointment, to ask the doctor to call in a refill for a prescription, etc. Then, practice phone calls for each of the reasons.

IDEA #4: Does your student need to find a doctor? Discuss people your student could ask for referrals; remember that your student may want to get different doctors for each member of the family. Practice having a conversation in which your student asks for a referral for a good doctor.

IDEA #5: Using the other ideas listed above, you and your student can come up with an independent communicative activity related to this topic section. Depending on your student's needs, s/he could make actual calls to ask for referrals about a good doctor or s/he could call a doctor's office to make an appointment or to talk to the advice nurse. After your student carries out such an activity, s/he can report back to you about the results.

FINDING AND HIRING BABYSITTERS

VOCABULARY

Activities

Babysitter

Babysitting coop (cooperative)

Bedtime

Childcare/childcare provider

Daycare

Discipline

Emergency

Family daycare

From time to time

Experience

First aid training

Hourly rate

Kindergarten

License/to be licensed

Meal/mealtime

Nanny

Nap/to take a nap

Nursery school

Occasionally/regularly

Playgroup

Preschool

References

Routine

Snacks

To babysit

To be available

To be reliable

To charge

To recommend

HELPFUL PHRASES

Can you tell me about your baby-sitting experience?

Have you had any first aid training?

Do you have some references that I can contact?

When are you available?

Are you available on Tuesday and Thursday afternoons?

What are the ages of children that you've babysat for?

How long have you been babysitting?

Why did you decide to be a babysitter?

What sort of activities would you do with a two-year-old?

What would you do if my child was crying/choking/hitting another child/refusing to eat/etc.

How much do you charge per hour?

My child likes/doesn't like _____.

My child is allergic to _____.

I can be reached at _____.

I need someone to come in on a regular basis.

I only need someone occasionally/from time to time.

DISCUSSION TOPICS

- Has your student ever left his or her children with a babysitter? Would s/he be more likely to do so here or in his/her home country? Does your student's culture even use babysitters? Or, would babysitters in the home culture be likely to be family members? Is your student comfortable leaving his/her children with a babysitter here?

- Many people in the states find babysitters by word-of-mouth (from neighbors or friends). However, people are sometimes possessive about giving out the name of a good baby-sitter, especially if they already use that person on a regular basis. In our area, I know people who have had success finding babysitters through the Palo Alto Weekly childcare section, in the Country Almanac, and on bulletin boards at Stanford (especially the bulletin board at the Office of Child & Family Services, Phone #723-2660). You can also call in a (free) ad to Foothill College's employment center.

- If your student is looking for a childcare provider outside his/her home (as opposed to having a babysitter come in to your student's home), a good resource is the Community Coordinated Child Development Council, also known as 4-C Council. You can contact this agency in either Santa Clara or San Mateo County. The 4-Cs will send you a list of questions to ask childcare providers, they will give you

information explaining licensing regulations in California (anyone who keeps children from more than one family in addition to their own children is required to have a license), and they will refer you to licensed providers. Is daycare licensed in your student's home country?

- An inexpensive idea for getting a babysitter is to work out a cooperative arrangement with another mom. Does your student know any other moms who would be interested in such an idea? Would your student be comfortable trading babysitting services?

- If your student is interested in joining a playgroup or an organized babysitting cooperative, one option is to contact the Mother's Club of Palo Alto/Menlo Park. To get the phone number of the club's current membership person, check with the Tiny Tots Gazette (from the Tiny Tots diaper service), or Bay Area Parent Magazine, or the advertisements for clubs in the Palo Alto Weekly. There is also a playgroup and a babysitting cooperative at Escondido Village (on the Stanford campus).

SAMPLE DIALOGUES

DIALOGUE #1: (Student is calling a new babysitter...)

Person A: Hello.

Student: Yes, this is XXX YYY. Amy Smith gave me your name

and number. I'm looking for a babysitter for my two-year-old son.

Person A: Oh yes, I've done some babysitting for Amy's little boy. He's a lot of fun.

Student: I need somebody to come in while I take an English class. I haven't signed up yet, but it would probably be in the afternoon. And, my husband and I would occasionally like to go out in the evening.

Person A: I've got a pretty light schedule this semester, so I think we could probably work something out. Where are you located?

Student: In an apartment on Middle Avenue in Menlo Park.

Person A: That's fine. That's pretty convenient.

Student: How much do you charge per hour?

Person A: $6.00 an hour.

Student: That's fine. Would you like to come by my house sometime and talk a little bit more? You could also meet my son.

Person A: Sure, that would be a good idea. Are afternoons better for you?

Student: Yes, they are. How about Friday afternoon?

Person A: Let me think. Uh, I would be available anytime between 1:00 and 4:00.

Student: My son naps until about 3:00. Why don't you come over about 3:30?

Person A: That sounds fine. What's your address?

Student: 1525 Middle Avenue, Apartment F.

Person A: O.K. I'll see you Friday afternoon. Oh, let me get your phone number just in case I need to get in touch with you.

Student: That's a good idea. It's 857-1490.

Person A: Alright. See you Friday!

DIALOGUE #2: (Student is calling a previously used babysitter to set up more babysitting...)

Person A: Hello.

Student: Hello. This is XXX YYY. How are you?

Person A: Fine. How are you?

Student: We're doing fine also. I wanted to find out if you're available to babysit for Maria on Friday night.

Person A: This coming Friday night?

Student: Yes.

Person A: Let me look at my calendar. Hang on just a minute. (Goes away and comes back.) Yeah, I think Friday night's fine. What time do you need me?

Student: Why don't you come over around 6:30. We should be home by 10:00 or 10:30.

Person A: That sounds fine. See you then.

IDEAS FOR HELPING YOUR STUDENTS TO USE THIS SECTION

IDEA #1: Discuss the types of information you need to leave

for a babysitter (where parents can be reached, neighbors' names and numbers, emergency numbers, etc.) Make up a list to leave by the phone.

IDEA #2: You and your student can make a wish list for a potential babysitter; for example, your student may want to find someone who is a native English speaker or who has some knowledge of your student's first language, or it may be important to your student that the babysitter has had first aid training or that s/he is available on Tuesday and Thursday afternoons. Use this wish list in the practice ideas listed below that explore how to find a babysitter.

IDEA #3: Use your student's babysitter wish list to help your student write a "Babysitter Needed" ad to place on an appropriate bulletin board at Stanford (probably the one at the Office of Child and Family Services). Work with your student to come up with a list of questions to ask potential babysitters that call in, then practice making these phone calls.

IDEA #4: Using your student's babysitter wish list, look through the PA Weekly and the Country Almanac to see if any of the babysitter ads look appropriate. If so, come up with a list of questions to ask a

potential babysitter. Practice making phone calls to these babysitters.

IDEA #5: You and your student can talk about people that s/he could ask for babysitter recommendations. Rehearse asking for the recommendations. Once your student gets a recommendation, come up with a list of questions for the potential babysitter, and then practice making the phone calls.

IDEA #6: Is your student going to use a new babysitter? If so, would s/he like to call and check the babysitter's references? Work with your student to come up with some questions to ask the reference along with an appropriate introductory statement. Practice making such a phone call, then have your student make the actual calls. You and your student can discuss how the calls went at your next session.

FINDING AN APARTMENT

VOCABULARY

Air conditioning

Apartment manager

Apartment complex

Balcony

Cable ready

Condo/condominium

Corporate units/suites

Covered parking

Deck

Deposit

Dishwasher

Duplex/sixplex

Easy access to...

Exercise Room

Furnished/unfurnished

Garden apartment

Junior one bedroom

Landscaping

Laundry facilities

Lease/to lease

Model

Month-to-month rental

Move-in bonus

On-site

One, two, or three bedroom floorplans

Patio

Pets OK

Play area

Pool, spa, or sauna

Price range

Recreation room

Residential neighborhood

Shared housing/houseshare

Square feet

Storage

Studio

Townhouse

Unit

Utilities

Washer/dryer hookup

Yard

HELPFUL PHRASES

Are any of your two-bedroom apartments available?

Is the one-bedroom apartment that you advertised still available?

When will one be available?

How much is the rent for a two bedroom apartment?

Does the apartment/apartment complex have _____?

How much is the deposit?

What sort of lease would I need to sign?

How large is the apartment? (How many square feet....)

Do you have a move-in bonus?

When could I come by and look at the apartment?

Do I need an appointment to come by and look at the apartment?

Do you know how much the utility bill normally is?

Are utilities included in the rent?

What floor is the apartment on?

I'd like to move in two weeks/at the end of the month/as soon as possible..

Is this apartment complex pretty quiet?

Newspaper abbreviations:

1 br. 1 ba.	1 Bedroom, 1 bath
A/C	Air conditioning
Avail	Available
Bdr/Br	Bedroom
Cln	Clean
Cpt	Carpet
Dwnstrs	Downstairs
Full kit	Full kitchen
Inc utl	Includes utilities
Jr. 1 bdr.	Junior 1 bedroom
LR	Living room
Lrg/Lg	Large

Nr Near

Prkg Parking

Pvt Private

Wlk-in clst Walk-in closet

Wtr/pge pd Water & PG&E paid

DISCUSSION TOPICS

- Are our living arrangements similar to those in your student's home country? If things were reversed, and we were studying in your student's home country, would we be looking for the same type of house or apartment that your student is now looking for? How do prices compare to those in your student's country? (You might also want to discuss how prices in our area compare to those in other parts of the U.S.) Is your student familiar with such concepts as sublets and shared housing?

- Is your student acquainted with the different types of apartments that are available for rent in our area? You can talk about the difference between a studio, a junior one-bedroom (a cross between a studio and a one-bedroom; square footage is less than a normal one bedroom), a townhouse, a condo, a garden apartment, etc.

- Square footage is often used in discussing apartments; does your student use this term in his/her home country? Does

your student have a clear idea of how big a 750 square foot apartment is? If not, the two of you could do some calculations together and, if you wanted, measure the house or apartment where you're having your session.

- Talk to your student about some of the ways to find housing in the Palo Alto area. If your student is interested in a sublet or a shared housing situation, the bulletin board at Tressider Student Union has lots of good information. The Stanford Housing Office also lists rental situations. The Renter's Digest and Apartments for Rent magazines (available for free in many grocery stores and drugstores) list information about a number of large apartment complexes. The Palo Alto Weekly and The Country Almanac of Menlo Park have ads for apartments, duplexes, sublets, and shared housing. The San Jose Mercury News also has classified ads that include the Palo Alto area. And, as is true in other places, word-of-mouth is a great way to find a place to live.

SAMPLE DIALOGUE

DIALOGUE #1: (Call to an apartment complex.)

Person A: Thank you for calling Woodside Apartments. This is Kathy. How can I help you?

Student: Yes. I'm calling to see if any of your two-bedroom apartments will be available around the first of the month.

Person A: Yes. We will have some available. Any your name is?

Student: XXXX YYYY.

Person A: And how did you hear of us?

Student: In one of the rental magazines.

Person A: Oh, good. Now, is this for yourself?

Student: Yes, for myself and my husband and our small child.

Person A: Do you want a downstairs unit then?

Student: Yes, I would prefer one.

Person A: Well, I do have one coming up around the first of the month. It's a two bedroom, two bath. Do you have any pets?

Student: No, we don't.

Person A: Well, we are a pet complex. We allow cats and dogs that weigh under 15 pounds.

Student: OK. We don't have any right now. How large is the apartment?

Person A: It's 850 square feet and it has extra storage in the patio area. The complex itself is only eight years old, and it has very modern colors. Our two-bedroom units rent from $905 to $915, depending on location. Does that sound like your price range?

Student: Yes, it does.

Person A: Do you know where we're located?

Student: Yes, I do.

Person A: Good. When would be a good time for you to come in

and look at one of our apartments? I can't show you the actual unit, as it's not empty yet, but I can show you the model.

Student: Mornings are best for me.

Person A: Tomorrow morning then?

Student: Uh, yes. Around 11:00 or so?

Person A: 11:00 is fine. My name's Kathy, and I'll expect to see you tomorrow morning.

HELPING YOUR STUDENT GET MORE INVOLVED WITH ENGLISH

IDEA #1: Using the vocabulary listed above and a map of the area, come up with a "wish list" for your student's house or apartment. Get your student to decide on a price range s/he can afford. Use this list as a basis for apartment hunting.

IDEA #2: Get some of the free renter's magazines (Renter's Digest and Apartments for Rent cover our area); you can normally find them at grocery stores and drugstores. Both of these magazines have pages that summarize all the apartment complexes that are displayed in the magazine, and you can use this summary as a starting place. If a place looks like a possibility, you can look at the page that gives further information about the complex. If an apartment complex looks promising, have your student

make up a list of questions to ask the apartment manager. Practice making telephone calls to the apartment manager. After your student is comfortable with such telephone calls, s/he can make the actual calls. You can discuss how the calls went at your next session.

IDEA #3: Get the classified section of the newspaper, and, using your student's wish list and the list of advertising abbreviations, record the apartments or houses that look like possibilities. Come up with a set of questions that your student would like to ask, and then practice making telephone calls to the number in the paper. Your student can make the actual calls once s/he is comfortable with the practice ones.

IDEA #4: Even if your student is not ready to move to a new apartment, it might be interesting for him/her to go by some of the larger complexes and get brochures about the apartments and take a tour of the model apartment. Before visiting an apartment complex, your student can make up a list of questions that s/he would like to have answered. You can also discuss the types of questions that the apartment manager may be asking your student. Rehearse the

visit to the apartment complex; after your student makes such a visit, the two of you can discuss how it went.

GETTING A LIBRARY CARD AND USING LIBRARY SERVICES

VOCABULARY

Author

Back copies/back issues

Card catalog

Due date

Easy readers

Fiction

Fine (for overdue materials)

Interlibrary loan

Librarian

Materials

Microfilm/microfiche

Non-fiction

Overdue

Picture books

Printout

Reference desk/reference materials

Reference librarian

Storytime/story hour

Subject

Textbook

Title

To be due

To borrow

To check out something (or check something out)

To hold

To loan/lend

To renew

To reserve

Video

HELPFUL PHRASES

Do you have any ESL materials? (You may need to say 'English as a Second language.')

Where can I find _____?

Can you show me how to use the computer?

Can you help me find _____ (this book, video, cassette)?

Can you show me where ____ (the videos, books, cassettes) is/are?

When do I need to return this?

Where can I get change for the copy machine?

Where do you keep back issues of magazines?

Can you suggest a good book for a three-year-old?

Could you help me find books for my son about fire engines?

What time is your story hour?

Do you have any fiction books for non-native English speakers?

Do you have any books/materials in Chinese/Spanish/French?

Could I reserve this book?

DISCUSSION TOPICS

- You and your student can compare the library system in your student's home country to ours. For example, you can discuss what people can borrow from libraries in your student's home country. Here, you can borrow books, videos, CDs, paintings, cassette tapes, and magazines. Other topics include how to check out books, what happens if you're late returning materials, how you find the materials that you need, and how you use a computerized card catalog system.

- The **Palo Alto library** does have a number of ESL materials; in the computer they are listed under the subject headings "ESL" and "ESOL." (ESOL = English for Speakers of Other Languages.) Most of the books, both fiction and non-fiction, can be found in the 428 section of the library. The library also has ESL cassettes that you can check out. The **Menlo Park library** requires proof of residency in San Mateo County rather than just in California. They will, however, let you get a Menlo Park library card if you live in Palo Alto (even though it's not in San Mateo County). Menlo Park also some ESL materials in the 428 section. Librarians have mentioned that Sunnyvale and Cupertino, in the **Santa Clara County library system**, may have even more materials. If your student doesn't want to drive to these libraries, the Palo Alto library could request that books from one of these libraries be sent to Palo Alto.

SAMPLE DIALOGUES

DIALOGUE #1: (Student visits library.)

Student: Hi! I'd like to get a library card.

Librarian: OK, you need to fill out this application. You also need to provide proof of residency in California. A driver's license is fine, or an I.D. card or passport...or even a letter addressed to you with a cancelled stamp.

Student: O.K. I have a driver's license.

Librarian: And it shows your California address?

Student: Yes.

Librarian: O.K. Here's the form. You can step over here and fill it out. Bring it back to me when you're through. Do you need a pen?

Student: Yes, thank you.

A few minutes later...

Student: Uh, yes. I've finished filling out the application.

Librarian: O.K. (Looks it over.) Great. Can I see your license?

Student: Here it is.

Librarian: Fine. Wait just a minute and I'll give you your library card.

Student: Thank you.

(Note: Menlo Park requires proof of residency in San Mateo County, but they make an exception for Palo Alto residents.)

DIALOGUE #2 (Student visits library.)

Student: Hi! Do you have any ESL materials?

Librarian: What kind of materials?

Student: ESL. English as a Second Language.

Librarian: Oh, sorry. Yes, we do. What kinds of things are you interested in? Fiction? Textbooks? Dictionaries? Cassettes?

Student: I'm not sure.

Librarian: Well, why don't you go and talk to the reference librarian -- she's right over there -- and she can help you find the materials that you're looking for.

Student: O.K. Thank you.

HELPING YOUR STUDENT GET MORE INVOLVED WITH ENGLISH

IDEA #1: Go with your student on a "field trip" to the library; you can look at the various materials that can be checked out, show him/her how the computer works, take a tour of the reference section, and discuss how our library compares to the ones s/he is at home. You might want to set some goals ahead of time, such as finding a book on a particular subject, getting a library card, or seeing if the library has a certain type of musical cassette.

IDEA #2: You and your student can discuss the different items that s/he might be interested in at the library -

ESL fiction, a video, a particular type of music CD, a campground directory, cassettes for learning English, children's books, etc. Then, rehearse conversations in which your student finds and checks out each of the items.

IDEA #3: Is there additional information that your student could use about library services -- things like hours that the library is open, which library has the greatest number of ESL materials, or times and ages for children's story hours? With your student, come up with library-related questions, then practice the telephone conversations to find out the answers. Have your student make the actual calls to the library and then share his/her findings with you.

IDEA #4: After you and your student have gone over vocabulary and have practiced conversations related to libraries, have your student choose something to do at one of our local libraries (see Idea #2 above for suggestions). Your student can visit a library on his or her own between sessions and carry out the assignment. At your next session, you and your student can discuss how the library visit went.

HANDLING EMERGENCY AND 911 SITUATIONS

VOCABULARY

(Major) cross street

Accident

Allergic/allergy

Ambulance

Burn

Convulsion/seizure

CPR

Emergency

Fire

Fire engine

First aid

Heart attack

Heimlich maneuver

Ice pack

Paramedic

Pulse

Rescue van

Symptoms

Stitches

Syrup of ipecac

To be in shock

To be poisoned/poison

To bleed

To breathe

To burn/a burn

To choke

To flush out

To vomit

Unconscious/conscious

HELPFUL PHRASES

My phone number is....

My address is....

Our house is near...

Is there anyone there who speaks

German/Japanese/Chinese/Spanish..?

___ is ___ years old.

___ is allergic to ____.

___ doesn't have any allergies.

___ wears contact lens.

DISCUSSION TOPICS:

- Does your student's country have the same 911 emergency system that we have? Here, it's o.k. to call 911 anytime you think that you have a life-threatening situation.

- There are several community groups that offer CPR/first aid classes for a small fee. Some classes concentrate on infant

and child first aid. Your student can call the American Red Cross, listed in the phone directory, for class information. Other community groups, like the YWCA and the Junior League, also offer some first aid classes.

- The emergency number in our area is 911; it may not be the same all over the U.S. If you're visiting a different area, check the phone book for the local emergency number.

- In the Palo Alto area, when you call 911 you can be immediately connected to a foreign language operator. However, this is not the case in many parts of the U.S.

- Palo Alto 911 has a list of interpreters who live in the area and who can help you talk about a crisis situation (for example, explaining what happened in an auto accident or a theft or a missing child situation, etc.). 911 helps you when the situation is life-threatening; the interpreters can help with anything that needs to be dealt with once the actual emergency is over with.

- When you call 911 in the Palo Alto area, the 911 operator always knows the number you are calling from. The operator often knows your address as well, but some phone systems, including Centrex and some phones at Stanford, don't allow the operator to identify your address.

SAMPLE DIALOGUES

DIALOGUE #1 (Phone call to 911.)

Person A: 911; Police and Fire Emergency.

Student: !Ayudame!

Person A: Do you speak English?

Student: Not very well.

Person A: I'm going to get an operator who speaks your language. I'll stay on the line also. Please stay on the line.

Person B: Language operator. What language do you speak?

Student: Japanese/German/French/Vietnamese/Chinese/Spanish etc.

A person who speaks your language will then come on the line.

DIALOGUE #2 (Phone call to 911.)

Person A: 911; Police and Fire Emergency.

Student: Help! There's a fire in my house!

Person A: Where is your house located?

Student: 2120 Rosewood Lane.

Person A: What is the closest major cross-street?

Student: We're on the corner of Rosewood and Ventura, two blocks east of El Camino.

Person A: Is there anyone in your house?

Student: No, we're at a neighbor's house.

Person A: Please stay on the line. A fire truck will be at your house in just a minute. Is anyone injured?

Student: No.

Person A: Is it only your house that's on fire?

Student: Yes. It's a fire in my kitchen.

Person A: The fire truck will be there momentarily. Don't let anyone go back in your house until the fire fighters say that it's o.k.

Student: Thank you.

HELPING YOUR STUDENT GET MORE INVOLVED WITH ENGLISH:

IDEA #1: Brainstorm with your student about situations that might require him/her to call 911. Practice making the emergency calls for the situations that you come up with. If you want to make the calls more realistic, you can sit with your backs to each other.

IDEA #2: One component of any 911 telephone conversation is giving directions to the emergency location. You and your student can make a list of places from which s/he might need to call 911 (home, the office, the park, the I-Center, a friend's house); you can then practice giving directions to these places.

IDEA #3: If your student is interested, have him/her call and register for a first aid class. Practice making the call beforehand. Or, if your student is interested

in a first aid class, but is concerned that his/her English skills won't be good enough to understand what's going on, English-in-Action could arrange for a first aid class to be taught at the International Center.

IDEA #4: In the front of the Pacific Bell telephone directory there's a detailed "First Aid and Survival Guide" (it's about 12 pages long). You could use this as a "homework" reading exercise; your student would probably want to just scan it to become familiar with what's in the guide. The 911 calling instructions are really helpful; this could be a section that your student might want to read more thoroughly. Your student might also be particularly interested in the pages pertaining to earthquakes. You could talk about first aid/emergency vocabulary, cultural differences in relating to emergencies, and make a list of first aid/emergency supplies that your student might want to keep on hand.

TAKING CARE OF YOUR CAR

VOCABULARY

Appointment

Auto parts store

Battery

Body shop

Brakes/brake fluid

Car parts

Car wash

Clutch

Estimate/written estimate

First come/first serve

Fluid - brake fluid/windshield wiper fluid/transmission fluid

Loaner car

Mechanic

Oil/oil filter/quarts of oil

Quote/to quote

Service check

Smog check/to smog a car

Test drive

Tires/tire pressure

To align/alignment

To buff

To change the oil

To check

To detail/have a car detailed

To lubricate

To rotate tires

To service

To tune up

To wax

Transmission

Upholstery

Warranty

HELPFUL PHRASES

I need to have a smog check done on my car.

I need to have the oil changed/checked in my car.

I need to have the ____ fluid replaced in my car.

Is it possible to make an appointment?

I need to have my car aligned/tuned up.

Do you have loaner cars?

I need a new ____ for my car.

How much would it cost to tune up my car/have the oil changed?

I have a 4/6/8 cylinder car.

Do you work on Volvos/Toyotas/Fords/etc.?

How long do you think it will take?

How much do you think it will cost?

Could you give me a written estimate?

What does that (price) include?

I'd like to see the old parts, please.

DISCUSSION TOPICS

- Are cars as much a part of the culture in your student's home country as they are here? I looked in the yellow pages in our phone directory and counted over 60 pages under the heading "automobile," and then more pages about brakes, transmissions, car washes, etc. Would your student be as likely to use an automobile for transportation at home as s/he is here? Would your student have the same type of car that s/he has here? Which American cars are sold in your student's home country? Are American cars more expensive in your student's country than they are here?

- If your student has a car here, has s/he ever had to use a mechanic? Does your student understand the difference between full-service mechanics, service stations, body shops, and the specialty shops that only do smog checks or oil changes? Where would your student take a car to be serviced in his/her own country? Does your student understand the registration and smog check procedures that we have in California? Are there similar regulations in your student's home country?

- Where do people in your student's home country go to have their cars washed if they don't have facilities to do the washing at home? Here, we seem to have several levels of car washes, from the coin-operated do-it-yourself ones to

the coin-operated machines with brushes that do the washing to the places where you can pay to have someone wash your car by hand. Since the prices and the services are quite different for the various types of car washes, it might be helpful for your student to understand how to ask for the type of car wash s/he prefers.

SAMPLE DIALOGUES

DIALOGUE #1: (Phone call to a place that specializes in changing the oil in a car.)

Person A: XXXX Lube. How can I help you?

Student: Yes, I wanted to see about getting the oil changed in my car.

Person A: Are you familiar with our 14-point program?

Student: No, I'm not.

Person A: Well, we replace your oil filter, change up to 5 quarts of oil, lubricate all fittings, check the air filter, check the PVC valve, check and fill the brake fluid, the window washer fluid, the battery fluid, the transmission fluid, the power steering fluid and the differential fluid. We also check the tire pressure, clean your windshield, and vacuum the interior. If you need anything else replaced, there's an additional charge.

Student: My goodness. And how much does all that cost?

Person A: $32.99 plus tax, plus a $1.38 hazardous waste

disposal charge.

Student: Do I need to make an appointment?

Person A: No, it's first come, first serve.

Student: And how long does it take get all that stuff done?

Person A: About 10 minutes per vehicle.

Student: Are you real busy right now?

Person A: No, actually we're not.

Student: Great. I'll come on over. You're on San Antonio Road, right?

Person A: Yep. Just east of Middlefield Road.

Student: O.K. Thank you.

DIALOGUE #2 (Student is talking to a colleague.)

Student: Hi! Do you have a minute? I wanted to ask your advice about something.

Person A: Go ahead. I'm not really busy.

Student: Thanks. I need to get my car serviced, and I've never been to a mechanic here. Do you know of someone that you would recommend?

Person A: What kind of car do you have?

Student: It's a Toyota.

Person A: Hmmm. My car is an American car, and I know that my mechanic's good at working on it. I think he works on Japanese cars, too. Do you need to know right now? If not, I can give him a call later and see if he works on Toyotas or if he knows someone who does.

Student: If you wouldn't mind, that would be great.

Person A: No problem. I'll let you know what he says later on.

Student: Thank you very much.

HELPING YOUR STUDENT GET MORE INVOLVED WITH ENGLISH

IDEA #1: Is your student interested in purchasing a car? Or, would s/he just like to know more about cars that are sold in the U.S.? If so, would your student be comfortable visiting automobile dealerships and talking to salespeople on the premises -- or perhaps even asking to go for a test drive? Work with your student to come up with a list of questions that s/he would want to ask about a particular car; using consumer magazines from the library might help your student come up with questions. Rehearse the conversation at the car dealership, including polite ways to say that you're not ready to make a decision about buying a car.

IDEA #2: Does your student have a mechanic who works on his/her car? If not, perhaps your student would like to find one before s/he has car trouble. Have your student think of various Americans that s/he could ask for referrals for car mechanics. Then, practice the conversation in which your student asks

for the referral, including polite introductory and closing remarks. Have your student report back to you on how the referral conversations went.

IDEA #3: Use your car (or your student's), and perhaps a book from the library if you're not familiar with automobile vocabulary, and talk about the various parts of the car, from the exterior to the interior to the engine. If your student knows something about cars, have him/her explain how various parts function -- you can provide the English vocabulary, and your student can provide the know-how.

IDEA #4: Have your student think of the various complaints that s/he's had about his/her current car or about past cars -- for example, perhaps your student has taken a car to a mechanic because the car was making a funny noise, or because it was driving strangely. Once your student thinks of specific examples of car problems, have him/her describe these problems to you. You can role play that you are at the service station and that your student is currently having these problems.

IDEA #5: Does your student have a car? Make a list of the various things your student expects to have done to

his/her car in the next 6 months or year (have it detailed, have it smogged, have it tuned up, have a CD player installed, have the oil changed, etc.). Take each of the items on the list, and go over vocabulary and phrases that your student would need to have his/her car taken care of. Practice telephone calls or actual visits to the facility where the work would be done. If your student is interested, make one of your sessions a joint "field trip" to have the car smogged or have the oil changed (let your student do the talking).

USING THE TELEPHONE DIRECTORY AND CALLING FOR INFORMATION

VOCABULARY

Area code

Country code/city code

Directory assistance

International dialing code

Local call

Long distance carrier

Nearby calling (less expensive than long distance calls)

Prefix

Rates (evening, weekend, daytime)

Repair service

Residence listings

Third number call

Time zone

To check

To connect/connection

To spell

Toll-free directory assistance

Toll-free numbers (800 numbers)

White Pages

Yellow Pages/Smart Yellow Pages

Zone charges

"900" and "976" numbers

HELPFUL PHRASES

Some phrases that might come in handy for information-gathering calls using the telephone directory:

What hours are you open?

How late are you open?

Are you open on Sunday?

Where are you located?

Do you sell xxxx? How much does it cost?

Do you have any in stock right now?

Could you check and see?

Can you tell me where I might be able to find some?

Do you know where I could find some?

Directory Assistance phrases:

I'm looking for a number for _____.

Could you check in Menlo Park/San Francisco/Redwood City, etc.?

I have a street address; does that help?

I'm not sure of the spelling of the last name; could you check ____?

DISCUSSION TOPICS

- See the section about "Talking on the Telephone," located on pages 95-100, for more information about using the phone.

- Talk about telephone directories in your student's home country. Do they contain the same types of information as

our local telephone directory? (Our directory has a lot of community information; I've used it as a resource in other sections of this booklet.) Does your student's home country have the same local, long-distance, and toll-free directory information numbers? Is your student aware that there can be a charge for calling directory assistance?

- Has your student figured out everything that s/he needs to know about calling his/her home country? Does your student understand when the cheapest rates are available for making domestic and international calls? Does s/he know that there's a choice of long distance carriers? Is your student aware that some calls in the Bay Area are local calls, some are charged at a nearby or zone rate, and that others are considered long distance calls? If your student is interested in various zones and rates, the two of you can use the pages at the beginning of the telephone directory to sort out how calls are charged.

- This year we received a second telephone directory in our home, good for the same period of time as the regular telephone directory published by the phone company. If your home has both directories, you might want to point out the differences to your student (e.g. the directory published by the phone company has more info about long distance calling, the yellow page sections may be different, etc.)

SAMPLE DIALOGUE

DIALOGUE #1 (Phone call to a grocery store.)

Person A: XXX Food Store. How can I help you?

Student: Yes, can you tell me if you sell Carnation Good Start Baby Formula?

Person A: Let me get somebody to check. That's Carnation Good Start?

Student: Yes.

A few minutes later:

Person A: Yes, we have both powdered and liquid.

Student: Thank you. How late are you open?

Person A: We close in half an hour.

Student: Thanks. We'll be right over.

DIALOGUE #2 (Phone call to a store.)

Person A: Hello. Palo Alto Gift Shop.

Student: Yes. I'm looking for some Silicon Valley souvenirs.

Person A: What types of things are you looking for?

Student: Some mugs or pens or postcards that say Silicon Valley on them.

Person A: We don't have anything that actually says Silicon Valley. We do have things that say Palo Alto on them.

Student: No, I really wanted Silicon Valley. Do you know where I could find something like that?

Person A: Not really. You might try some of the local

Chambers of Commerce...maybe the one in Santa Clara. They might know.

Student: Could you repeat the name of that?

Person A: It's called a Chamber of Commerce. Every city has one.

Student: Thank you. A Chamber of Commerce. I'll try there.

Person A: Good-bye.

DIALOGUE #3: (Phone call to 800 directory assistance; 1-800-555-1212.)

Person A: 800 Directory. Robin.

Student: Yes. I wanted to get two telephone numbers, please. The first is for XXX motels, and the second is for YYY motels.

Person A: Thank you. (Pause) The first number is 800-555-6666. Please hold for the second number.

Recording: The toll-free number is 800-555-1234. Repeat. 800-555-1234. If you have further questions, please hang up and redial.

DIALOGUE #4: (Phone call to local directory assistance; 411.)

Person A: Regina. What city?

Student: Palo Alto, please.

Person A: How may I help you?

Student: I'm looking for a number for Theresa Barker, please.

Person A: The last name is "B" as in boy?

Student: Yes, it is.

Person A: I'm not showing anything under that name in Palo Alto.

Student: Could you check in Menlo Park?

Person A: Actually, I'm checking Palo Alto and the surrounding area, and that includes Menlo Park. There's nothing under that name or under first initial "T" Barker.

Student: O.K. Well, thank you.

HELPING YOUR STUDENT GET MORE INVOLVED WITH ENGLISH

IDEA #1: After you and your student have gone over some of the basics about what is contained in the telephone directory, play a sort of scavenger hunt game with your student. Have your student find such things as bus information for San Mateo County, the phone # for the Stanford University operator, a video store near your student's house, the post office closest to your student, the area code for New York City, and information on international dialing, etc.

IDEA #2: Ask your student if there's something that s/he needs, but that s/he's not sure how to go about getting (for example, a special food from home, a class, travel information, etc.). Use the telephone directory to come up with a place to contact for further information. Then, make a list of questions

and have your student practice the information-gathering phone call. When your student is comfortable, s/he can make the actual call.

IDEA #3: You and your student can discuss the places that s/he could call and ask the questions listed in the "helpful phrases" section. Then find such places of business in the telephone directory and practice making the calls. You could first practice while sitting back to back, and then you could have your student actually make the calls.

IDEA #4: Once your student is comfortable with using the telephone directory and making informational calls, make a list of additional calls s/he could make, and then have your student make the calls as a homework assignment. Your student could write down how the calls went and any questions that arose for discussion at your next session.

IDEA #5: You and your student can make a list of telephone numbers that s/he could get through 800 directory assistance (motel chains, car rental companies, visitor information bureaus, etc.) Practice making these directory assistance calls, then have your student make the actual calls.

WATCHING TELEVISION AND RENTING VIDEOS

VOCABULARY

Cable

Cartoons

Channel

Closed captions

Comedy

Documentary

Drama

Installation

Movie

News

Pay per view

Premium channels

Prime time

Program

Public Television

Reruns

Sitcom

Sports

Talk shows

To be due back

To rent

To return

TV Guide

Video

HELPFUL PHRASES

Can you suggest shows that might be easy for me to understand?

I like comedies; can you suggest some for me to watch?

Do you know what time Sesame Street comes on?

Which channel does it come on?

What time does it come on?

I don't have cable; do you know if it comes on a regular channel?

Did you watch ___ the other night?

Do you ever watch _____?

Have you seen the commercial with _____?

Do you have a few minutes to talk to me about television shows/videos that you like to watch?

At home, we were able to watch an American show about ____; are you familiar with that show?

At the video store:

Can you tell me where the comedy section is?

Is ____ available/in?

Has ____ already been checked out?

When do I have to return this?

How much would it cost to rent this video?

How much does it cost if you keep the video an extra day?

DISCUSSION TOPICS

- Is television pretty similar in your student's home country? Do shows air twenty-four hours a day? Are there as many channels? The same types of shows? Are some American shows broadcast at home? Are any shows from home broadcast here? Is cable television available in your student's home country?

- According to an electronics store that I talked to, most televisions that are sold nowadays have a closed caption option (SAP Mode). If you elect to use this option, captions to television programs will run on the bottom of your television screen. Some students have told their tutors that using closed captions helped them better understand television shows.

- Are video stores as popular in your student's home country as they are here? Would your student be more likely to rent a video here or at home? Has your student rented any English-speaking videos?

- Most libraries in the area have videos that you can check out with your library card. The selection isn't as great as at a regular video store, but you can't beat the price (free, or at some libraries, $1.00 per video).

- In some locations, you pretty much have to go through a cable company in order to have decent television reception. In the dialogue below that involves a call to a cable company, the prices are actual, but I'm sure that they're subject to change. Installation in an apartment or in a location where people have previously had cable is a lot less expensive than what I've listed.

SAMPLE DIALOGUES

DIALOGUE #1 (At the counter of a store that's part of a video chain.)

Person A: Did you want to rent these?

Student: Yes, please.

Person A: O.K. Do you have your video card?

Student: No, I've never rented videos here before.

Person A: O.K. Well, I just need to see your driver's license and a major credit card.

Student: Just a minute, let me find them for you. (Pause) Here they are.

Person A: (Starts typing information into the computer) O.K. Your name is XXX YYYY?

Student: Yes.

Person A: Is your address correct on your license?

Student: Yes it is.

Person A: And your phone number?

Student: 555-1212.

Person A: Alright. Here's your video card. Just bring it in every time you want to rent a video. You need to bring these videos back by 10:00 tomorrow night; that's when we close. If you don't want to come in the store, we have a video drop box by the front door, and if you put your videos in there then we'll just charge the rental fee to your credit card.

Student: I don't pay for them now?

Person A: No, we have you pay for the rental when you return the video. Here. I'll put your videos on the other side of the counter for you to pick them up.

Student: O.K. Thank you very much.

DIALOGUE #2 (Phone call to local cable television company...)

Person A: Cable Company. How can I help you?

Student: Yes. I wanted some information about getting cable television in my home.

Person A: Which area do you live in?

Student: Palo Alto.

Person A: What's the address?

Student: 2419 Indian Drive.

Person A: 2419?

Student: Yes.

Person A: I can't find that address. Apparently you've never had service before at that address?

Student: I don't know.

Person A: Well, the way we'd do this is to set it up for an installation. Installation is $45.00, and the basic price for one month is $26.95. That's $28.30 total per month with our franchise fee. That gives you a selection of 71 channels.

Student: Does that include HBO?

Person A: No, HBO is a premium channel and you have to pay more for those. We have a special promotion this month where you can get two premium channels for the price of one. That would be $11 for 3 months, plus a $30 deposit on the box.

Student: O.K. Let me give you a call back later this week. Do you usually come out right away and do the installation?

Person A: Usually within a day or two.

Student: Thank you very much.

HELPING YOUR STUDENT GET MORE INVOLVED WITH ENGLISH:

IDEA #1: If your student has a VCR, s/he could tape a show and then play it as often as necessary. If your student really doesn't understand something, s/he could note where it occurs on the tape and then bring the tape to your house for clarification. Talk to your student about listening for general understanding as opposed to trying to understand every word. If you haven't seen the show that your

student taped, have him/her give you a review of it and a recommendation about whether or not you might enjoy watching it too.

IDEA #2: You could tape a t.v. show - or just some commercials - for your student to watch at home. Before your student watches the tape, you could give him/her some background info to make the show easier to understand. You can also ask your student to tell you what s/he expects to see in the show you've taped. After your student watches the show, you can discuss the content and how it differed from your student's expectations.

IDEA #3: You and your student can make a list of Americans that s/he interacts with. Then, have your student pick one or two people to interview about American television shows that they particularly enjoy. Work with your student before-hand to come up with questions (such as the ones in the "helpful phrases" section above). Also work on appropriate introductory and closing remarks.

IDEA #4: Get a TV Week from the newspaper and go through it with your student. Talk about the type of shows that your student likes to watch (either here or in

your student's home country), American shows that are broadcast in your student's home country, and the success or failure that your student has had with watching American television. Help your student pick out programs that s/he might enjoy. Or, pick out a program that you will both watch during the week and then discuss at your next session.

IDEA #5: Does your student want to get cable television? If so, make a list of questions that your student has about cable television and cable hook-up. Then, practice making a phone call to your local cable company before having your student make the real call.

IDEA #6: Would your student like to rent videos in English? Your student could rent a video that s/he is already familiar with in his/her own language, a documentary, a children's video, or just a movie that s/he has been wanting to see. If your student wants to rent a video that you've already seen, you could give him/her some background info to help with his/her understanding of the video. Action movies are probably easier to understand than dramas with long conversations. Look in the yellow pages to

find video stores near your student. Then, practice the language that your student will need in the video store. Role play renting a video. Then, give your student a "homework assignment" of renting a video and reporting back to you at the next session about whether the video was any good or not.

FINDING A HOTEL/MOTEL AND MAKING RESERVATIONS

VOCABULARY

AAA

Airport shuttle/courtesy shuttle

Bellperson/Bellhop

Cancellation notice

Check-out time

Confirmation number

Continental breakfast

Directory

Efficiency

Front desk/front desk clerk

Full American breakfast

Full (the motel is full...)

King/queen-size or double beds

Lodging

Motel/hotel chain

Reservation deposit

Reservations

Rollaway bed

Room service

Sofa bed/sleeper sofa

Suite

To cancel

To hold/guarantee a room with a credit card

To check in/out

To tip

To reserve

Vacancy

Waiting list

HELPFUL PHRASES

How much does it cost per night for a room for xxx people?

Can children stay for free?

Would it be possible to get a crib for the room?

Does the room have a refrigerator/a microwave?

Could we get a room with a king size bed/two double beds?

Do you have any suites?

Can you give me directions for getting to the motel?

Do you have room service?

Is breakfast included in the price?

Do you have non-smoking rooms?

Is there a charge for local telephone calls?

Do you have any rooms with kitchens?

Is there a restaurant within walking distance of the motel?

Do you have an airport shuttle?

Do you have a discount for AAA members?

What time can we check in?

What is the check-out time?

Are there any other motels in the area that might not be full?

DISCUSSION TOPICS

- The bellperson and the maid are often given tips in hotels. AAA has a section on tipping in each of its tour books that your student might like to read and discuss. How is tipping handled in your student's home country?

- Are the same motel chains (or similar ones) available in your student's home country? Do motels look the same in physical appearance? Is your student familiar with the concept of bed and breakfast lodgings? If your student is on a tight budget, but would like to travel, would s/he be comfortable staying in a motel belonging to one of the inexpensive motel chains? How can you make sure that an economical motel is safe and clean?

- Another inexpensive lodging option might be for your student to check out the Youth Hostel Association (YHA). YHA has offices in San Francisco; you can also get information about hosteling from the Youth Hostel at Hidden Villa Trust in Los Altos. Some youth hostels have rooms appropriate for families. Another low-cost idea, if your student is interested, is camping. The local libraries have campground directories and your student can rent or borrow camping equipment. One of the topic chapters in this booklet deals with camping.

- Is your student a member of AAA? Many students do join AAA, and the two of you might want to discuss the services provided by this organization. In addition to roadside service, AAA provides its members with maps and tourbooks (providing detailed information about motel accommodations). Also, if a member gives AAA an itinerary for a car trip, the agency will supply the member with detailed information about points of interest and accommodations along the way. You can discuss what AAA approval is supposed to mean about a motel or hotel.

SAMPLE DIALOGUES

DIALOGUE #1: (Student calls a motel chain's 800 number to make a motel reservation....)

Recording: Thank you for calling XXX Reservation Center. All of our agents are busy right now. Please hold and our next available representative will be happy to assist you.

Person A: XXX Reservations. Thank you for holding. This is Melissa. How can I help you?

Student: Yes. I wanted to see about making a reservation at your Lake Tahoe location.

Person A: For what date?

Student: February 5th and 6th.

Person A: For how many nights?

Student: Two.

Person A: And for how many people?

Student: Two.

Person A: I'm showing that that location is available on Saturday the 6th, but that it's full on the 5th. I can give you the local phone number for the motel and you can call and see if they have any cancellations or if they have a waiting list for the night of the 5th.

Student: How much does it cost per night?

Person A: Let's see. For two adults, one bed, that would be $68.88 plus tax. Would you like me to give you the local phone number?

Student: Uh, sure.

Person A: The area code is 916; the phone number is 582-5515.

Student: O.K. Thank you very much.

Person A: Thank you for calling XXX motel.

DIALOGUE #2: (Student calls 800# of motel chain to get a motel directory.)

Person A: XXX Reservations. This is Kathy. How can I help you?

Student: Yes. Could you send me a directory for your motel chain?

Person A: Certainly. And your first name?

Student: XXXX.

Person A: And your last name?

Student: YYYY.

Person A: And your address?

Student: 2116 Harrison Lane, Apartment B, Palo Alto, California, 94301.

Person A: O.K. I'll have that sent out to you. It should arrive in 2 to 3 weeks.

Student: Thank you very much.

Person A: Thank you for calling XXX Reservations.

HELPING YOUR STUDENT GET MORE INVOLVED WITH ENGLISH

IDEA #1: Is your student interested in traveling in the U.S.? Talk about names of hotel chains that your student could call to request that they send free directories. Role play the phone conversation, then have your student make the actual phone calls. When the directories come, you and your student could go through them and compare prices, locations, and amenities. Have your student make a list of questions that s/he would like to have answered, then practice telephone calls to the motel's reservation center.

IDEA #2: Is your student a member of AAA? If so, and s/he plans to travel some in the U.S., go over the language necessary to go in to AAA and request maps and tour books. If your student isn't a AAA member,

perhaps you have access to AAA tour books (or maybe your student would like to apply for a AAA card). Using maps and the tour books, have your student make a list of some places that s/he would like to visit in the U.S. Then, your student could pick out some motels that look appropriate. Role play telephone calls to the motels for reservations, then have your student make the actual calls.

IDEA #3: Another idea for getting information about motels in a particular area is to call the Visitor Information Center (or Tourist Bureau). These places normally have toll-free telephone numbers which can be obtained from 800 directory assistance (1-800-555-1212). Have your student call and get the appropriate 800#s. Then, rehearse a conversation to the Visitor Information Center. After your student is comfortable, have him/her make the actual calls. **Beware of calling someplace that charges a fee for making reservations**; a good phrase for your student to use at the beginning of a conversation with a reservation agency would be, "Do you charge a fee for making reservations?"

IDEA #4: If your student is thinking about staying in a chain motel in a different part of the country, s/he could

get a better idea of the facilities by visiting a member of the chain in our area and asking to see one of the rooms. Another reason for inspecting a local motel would be if your student has visitors coming into town who would need to stay in a motel. Before your student makes such a visit, you can go over the questions that s/he would like to ask and then practice the whole conversation. After your student has been to the motel and inspected the premises, s/he can report back to you about how the visit went.

GOING CAMPING

VOCABULARY

Backpacks/to backpack

Bathhouse

Boots

Camper/camping trailer

Campfire

Campground (private or public)

Car camping vs. back country camping/backpacking

Cookout

Cooler

Dump station/sewage disposal

Electricity

Fire pit/fire ring

Flush toilets

Grills

Ground cover/ground cloth

Group/individual camping sites

Hookup

Lantern

Outing club

Park ranger

Picnic table

Recreational facilities

Reservations

Running water

RV (recreational vehicle)

Site

Sleeping bag

Stove

Tarp

Tent

Thermos

Wood/firewood

HELPFUL PHRASES

How much would it cost to rent a ____?

Do you know anyone who has a ____ that we could borrow?

How much would it cost to buy a sleeping bag/tent/pad/etc.?

Do you know any good camping equipment stores?

Have you ever been camping?

Do you know any good places around here to go camping?

Is it possible to make a reservation?

I'm sorry you're full for that weekend; could you recommend another campground nearby?

Do the camping sites have electricity/running water?

Where is the bathroom located?

How close is the bathhouse to our site?

Do you sell wood/ice at the campground?

Where is the nearest grocery store?

Does the campground have a place to swim/fish/rent boats/go

hiking/play tennis?

Do you know of any camping or outing clubs in the area?

What do we need to do to make sure that animals don't bother our campsite?

How do we keep animals from getting into our food?

Do you have any problems with bears or other animals in your campground?

DISCUSSION TOPICS

- Has your student ever been camping? If so, did s/he go here or in another country? Did s/he drive to a campground or did s/he do back-country camping? Does your student's home country have the same types of campgrounds that we have here? Are campgrounds as prevalent as they are here? Does your student's home country have national, state and county parks like we have as well as private campgrounds? Would your student be more likely to go camping here or at home?

- If your student is more interested in hiking and backpacking than in car camping, there are various places where s/he could gather information about back-country camping. Bechtel International Center has informational flyers about the Stanford Outing Club. Stanford also offers an outdoor education class (contact the info number at Tressider Student Union for more information). The Sierra Club (listed in the phone directory) would be another possibility. A

phone call or a visit to a big outing store like REI or Any Mountain would also get your student information about outing clubs or about back-country camping.

- Your student may have safety concerns that would prevent him/her from going camping; a lot of these concerns center around being attacked by bears or other animals. If you have been camping yourself, you'll probably be able to give your student some safety information. For example, you're never supposed to take food into your tent, and if you're doing back-country camping, you should get a park ranger to show you how to hang your food from a tree. Other places for your student to find out about camping safety are the campground office where s/he will be camping, park rangers in a government-run park, local outing clubs, and camping stores.

- Mystix, a ticket agency, handles campground reservations for all of the California State Parks. Depending on the time of year and the days of the week when your student wants to go camping, s/he may need to make reservations some weeks in advance. If a state or national campground is full, there may be a private campground nearby which your student could use. In addition, your student can check and see if the state or national campground has some first-come-first-serve sites in addition to its reserved sites (Yosemite has this

system). If your student plans to stay in a site that doesn't require reservations, s/he could find out if it's easier to find an empty site on a certain day of the week (Monday or Thursday, for example, since many people arrive on Friday and leave on Sunday.)

SAMPLE DIALOGUES

DIALOGUE #1: (Phone call to a store that rents camping gear.)

Person A: XXX Camping. How can I help you?

Student: Uh, yes. Do you rent camping equipment?

Person A: Yes, we do.

Student: I'm interested in renting a tent for the weekend.

Person A: What size?

Student: I'm not sure.

Person A: For how many people?

Student: Just two of us.

Person A: Then you would want a two-man tent. That's $13.00 for the weekend or for any four days.

Student: Now would that be one of those little tents that's low to the ground, or would it be a taller one?

Person A: Oh, it's pretty comfortable. At the center, it's about 4 feet high.

Student: And how much would it be if we wanted to get a taller tent?

Person A: That would be a four-man tent. It's $16.00 for the weekend.

Student: Is it possible to reserve a tent for a particular weekend?

Person A: Only if you come down to our store.

Student: O.K. And what hours are you open?

Person A: Today, until 5:00. Monday, Tuesday, Friday and Saturday, from 10 to 6. Wednesday and Thursday we're open from 10 to 9.

Student: Thank you very much.

DIALOGUE #2 (Telephone call to a California state park.)

Person A: Good afternoon. Big Basin State Park. How can I help you?

Student: Yes. Do you need to make reservations to camp at Big Basin?

Person A: For the weekend, yes. For weekdays, no.

Student: How far ahead do you need to make them?

Person A: You can make reservations up to eight weeks in advance. When were you thinking of coming?

Student: In June.

Person A: Yes, for June, I'd make them as soon as possible. We do get full. For reservations you need to call Mystix at 1-800-444-7275. They handle all of our reservations except for backpacking.

Student: Oh, o.k. That was 800-444-7275?

Person A: Yes.

Student: And how much does it cost to camp at Big Basin?

Person A: It's $14 per night per site, for up to a maximum of eight people, including children. You can park one vehicle at each site. Mystix charges a $6.75 fee for making the reservations.

Student: O.K. Thank you for the information.

HELPING YOUR STUDENT GET MORE INVOLVED WITH ENGLISH

IDEA #1: Is your student interested in going camping? If so, it would probably help for him/her to get a campground directory from the library (or from a bookstore). Together with you (or ahead of time), your student could go over the directory and see what vocabulary and cultural questions s/he has about the campgrounds. Have your student pick out a campground at which s/he would like to stay, and then have your student come up with questions that s/he would like to ask about the campground. Role play a telephone call to the campground office. Then, have your student make the real call and report back to you about how it went.

IDEA #2: If your student is interested in going camping, have him/her make a list of equipment that s/he would need on the trip. Then, go through the list together and see if your student already has the equipment or if s/he would need to buy, borrow, or

rent it. You could then rehearse appropriate conversations for each scenario.

IDEA #3: If your student is interested in camping, s/he could think of Americans to ask for advice about camping equipment/places to camp. Work with your student to come up with a list of questions, along with appropriate introductory and closing remarks. If your student is initially talking to Americans who haven't gone camping themselves, s/he might want to ask those people if they know of someone who goes camping who wouldn't mind giving out some advice. Practice the conversations, then have your student actually contact Americans for the information.

IDEA #4: From my experience, most people who work in camping/outdoors stores don't mind talking to you about either equipment or about good places to camp. If your student needs advice about camping, s/he could find a sympathetic store clerk and strike up a conversation. You and your student could make a list of questions ahead of time and role play the conversation.

IDEA #5: If your student would like more information about going backpacking, the two of you could make up a

list of questions that s/he would like answered, then practice a phone call to one of the clubs or stores mentioned in the discussion topics section. Your student can then make the actual calls.

IDEA #6: If your student has concerns about camping safety beyond your own discussion of the issue, she/he could contact one of the resources listed in the discussion topics section. Before your student carries out this activity, the two of you can make up a list of questions and practice the conversation. After your student gathers information about camping safety, s/he can share that information with you.

GOING TO RESTAURANTS AND ORDERING TAKE-OUT FOOD

VOCABULARY

All you can eat

An order to go

Appetizers

Authentic cuisine

Banquet facilities

Bar (For drinking vs. sushi bar/salad bar/appetizer bar, etc.)

Booth

Brewery pub

Brunch/Sunday brunch/champagne brunch

Buffet

Carry out

Catering service

Chef

Children's menu

Cocktails/cocktail lounge

Continental cuisine

Delivery/to deliver

Dessert

Drive-through window/to drive through

Ethnic cooking

Fast food

Home-made

Imported/domestic beer

Limited delivery area

Lunch special

Menu

MSG

Order

Pasta

Patio

Piano bar

Reservation/to reserve

Salad bar

Seafood

Smoking/non-smoking section

Specialty/to specialize in

Spicy/hot

Take-out food/to take out

The check

To barbecue/BBQ

To be seated

To eat in

To eat out

To hold something on an order

To pick up an order

To pick up the check/to take care of the check

Vegetarian

Wine list

HELPFUL PHRASES

Phrases to use over the telephone or in a restaurant:

I'd like to place an order to go, please.

Do you take reservations?

Do we need to make a reservation?

I'd like to make a reservation for four people, please.

Do you have a non-smoking section?

Is it possible to sit outside?

Phrases to use in a restaurant:

Can I get this to go?

We need a table for 4, please.

Can we seat ourselves?

Do you have any booths available?

Are any of the tables by the window available?

Do you have a children's menu?

Do you have a wine list?

What is your specialty?

Do you have any specials today?

Can I order the ____ with the sauce on the side?

Can I order the ____ without onions, please?

Can we have our (chinese food) order without any MSG, please?

Can you tell me what ___ is like, please?

Could we get some catsup/mustard/steak sauce/etc. please?

Can I have some more water/iced tea/coffee?

Can we have the check, please?

Should we pay up front?

Dining with other people:

Where would you like to sit?

Where should I sit?

Could you pass the ____, please?

Delivery questions:

Do you deliver?

We're located at _____.

How soon will you be delivering our order?

Can you tell me what the total cost will be?

Do you take checks/Visa/Mastercard?

I called in an order 45 minutes ago, and it hasn't been delivered; do you know if there's a problem with our order?

DISCUSSION TOPICS

- Does your student have the same variety of restaurants available in his/her home country? Are restaurants that deliver very common? How about fast food restaurants? Do people often place orders to go? Is your student more likely to eat out here or at home? Do restaurants at home have smoking/non-smoking sections? How do restaurant prices compare from one country to the other? Are service charges normally included in the bill in your student's home country? Do restaurant-goers usually tip the waiters and waitresses? Is there a tax on restaurant food in your student's home country?

SAMPLE DIALOGUES

DIALOGUE #1: (Student calls restaurant to get food delivered.)

Person A: XXXX Pizza. Can you hold, please?

Student: O.K.

Person A: Thank you for holding. How can I help you?

Student: Yes, I'd like to place an order to go, please. You deliver, don't you?

Person A: Where do you live?

Student: 7177 Mariposa Lane, Apartment B6, in Palo Alto.

Person A: What's the major cross-street?

Student: We're right off Alma, behind Town and Country Village Shopping Center.

Person A: Yes, we deliver to that location. What would you like to order?

Student: How many people does a large pizza serve?

Person A: It depends on how hungry you are, but it's got 12 large slices. It's a 16-inch pizza.

Student: O.K. We'll get a large vegetarian pizza, please.

Person A: Anything else?

Student: No, that's all.

Person A: That'll be $13.99 plus tax.

Student: Do you accept checks?

Person A: If it's a local check.

Student: Yes, it is. Do you know how soon you'll be delivering it?

Person A: Uh, let's see. Probably about 30 or 35 minutes.

You're at 7177 Mariposa Lane, Apartment B6, right?

Student: Yes.

Person A: And could I get your phone number, please?

Student: Sure. It's 555-1998.

Person A: Alright. Thank you for your order.

DIALOGUE #2: (Student visits a fast food restaurant.)

Person A: Can I take your order please?

Student: Yes, I'd like two cheeseburgers, please, and some french fries. How large is your large order of fries?

Person A: The large container is right over there.

Student: O.K. A large order of fries then.

Person A: What kind of cheese did you want on those burgers?

Student: What kind do you have?

Person A: Swiss, American, or cheddar.

Student: One burger with Swiss cheese, and the other one with cheddar.

Person A: And did you want everything on those burgers?

Student: I'm not sure. What does that include?

Person A: Lettuce, tomatoes, onions, and pickles.

Student: Let's see. I'll get everything on the burger with Swiss cheese, but hold the onions on the cheddar cheese burger.

Person A: O.K. And anything to drink?

Student: What size drinks do you have?

Person A: The cup sizes are shown right over there.

Student: O.K. A large diet coke, and a medium chocolate milkshake.

Person A: Anything else?

Student: No, that's all.

Person A: Alright, that's a Swiss cheese burger with everything, a cheddar cheese burger with everything but onions, a large order of fries, a large diet coke, and a medium chocolate milkshake.

Student: That's right.

Person A: O.K. That will be $8.74 with tax,

Student: Here you go.

Person A: Out of 10. That will be $1.26 in change. Here's your receipt; your order is number 182.

Student: Thank you.

HELPING YOUR STUDENT GET MORE INVOLVED WITH ENGLISH

IDEA #1: What kind of food do you and your student like to eat? Plan a session around a meal -- anything from meeting at a fast food restaurant to having a pizza delivered to visiting a nice restaurant. Practice any language that you may need. Talk about your student's expectations about what the meal will be like. If you go to a restaurant, let your student do as much talking as possible. If you order take-out food, have your student place the order. During

or after the meal, talk about whether it was what your student expected.

IDEA #2: Is there a type of restaurant that your student would like to visit, but hasn't done so yet? Look through the yellow pages together (or your student can do so ahead of time) to find an interesting restaurant. Role play a telephone conversation to see if reservations are required and/or to make reservations. Talk about whether the restaurant is formal or informal, and about what kind of behavior/attire/language, etc. is appropriate there. If your student is going to a formal restaurant, you might want to rehearse such things as being seated, ordering, and taking care of the check.

IDEA #3: Gather some menus from a couple of different types of restaurants. The two of you can read them and talk about the different menu items and the prices and what you think each restaurant would be like. If a particular restaurant sounds good, practice placing a food order from the menu (either for a meal in the restaurant or for a "to go" order). Between sessions, have your student visit the restaurant of his/her choice; at your next session, your student can let you know how his/her meal went.

IDEA #4: Have your student think of various Americans that s/he could ask for restaurant recommendations. Come up with a list of the types of restaurants that your student would like to have recommended (a family restaurant, a romantic one, one that specializes in food from a particular country, etc.) Then, rehearse the conversation (including appropriate introductory and closing remarks) in which your student asks for a recommendation. Have your student carry out the actual conversations, then report the results back to you.

IDEA #5: Gather some restaurant reviews from the Palo Alto Weekly or the San Jose Mercury News, and have your student skim them to see which ones sounds interesting. Have your student pick out a restaurant to go to, either on his/her own or with you. Practice any language that your student will need at the restaurant. After your student visits the restaurant, discuss with him/her how the reality of the restaurant compared with the review.

IDEA #6: Is your student comfortable with the way a table is set at an American restaurant (or in an American home)? I know that sometimes I'm unsure of table etiquette when I eat with people from a different

ethnic background. If your student is interested, set the table at your home and have a meal there (or do the same at a restaurant). Talk about the names of different implements and when they're used, about the various courses that we normally eat, and about table talk.

MAKING AIRPLANE RESERVATIONS

VOCABULARY

Advance purchase ticket (7 or 14 days in advance normally)

Boarding passes

Cancellation fee(to cancel)

Connection

Delay

Direct Flight

Flight number

Frequent flyer

Layover

Non-refundable ticket

Non-stop flight

Red-eye flight

Seat assignments

To book

To confirm/confirmation

To reserve/reservation

To stay over a Saturday night

Window/aisle/middle seat

HELPFUL PHRASES

Is there an earlier/later flight?

Is it possible to leave from San Jose instead of from San Francisco?

Is it cheaper to fly on certain days of the week?

Is it possible to change the ticket once I buy it?

How much would it cost to change the ticket?

Do you have any non-stop flights?

Do I need to stay over a Saturday night?

Do you have any flights with better connections?

How much would it cost if I left/came back on Monday/Tuesday/etc.?

I'd like to leave in the morning/afternoon/evening.

How full is the flight?

Which airlines have the best deals right now?

Are there any special fares that I can take advantage of?

DISCUSSION TOPICS

- How do people in your student's home country make airline reservations? Do they generally use a travel agent or do they deal directly with the airlines? Is flying as common in your student's country as it is here? Would your student be more likely to make airline reservations here or at home?

- The prices that we pay for airline tickets can vary enormously; you can get better prices by finding an airline that has a special promotion going on (such as allowing companions to fly for free). Airlines sometimes run special deals between certain cities; for example, you may be able to save money by choosing San Jose rather than San Francisco

(or vice versa). A lot of people wait until an airline price war starts and buy their tickets then. However, if a special promotion starts and you already have your tickets, you can get a refund. Getting good prices on airline tickets involves being persistent and asking the right questions. Is the same true in your student's home country?

SAMPLE DIALOGUES

DIALOGUE #1 (Call to a travel agent.)

Person A: AAA Travels. This is Barbara. How can I help you?

Student: May I speak with Lee Ann, please?

Person A: She's on the phone right now. Can you hold just a minute?

Student: Sure.

Person A: Thank you for holding. She's off the phone now; I'll connect you.

Student: Thank you.

Person B: This is Lee Ann. How can I help you?

Student: Yes. Your name was given to me by Mary Anderson. I need to make some plane reservations, and she said that you would probably be able to help me.

Person B: Certainly. How is Mary doing? I havesn't talked to her in a couple of months.

Student: She's doing fine.

Person B: Good. Tell her I said hello. Now what is your name?

Student: XXX YYYY.

Person B: O.K. And where are you interested in going?

Student: My family and I wanted to fly to Denver.

Person B: O.K. How many people will be traveling with you?

Student: Just my husband and our three-year-old son.

Person B: Alright. And when did you want to go?

Student: We wanted to go during the first week in June. We could leave on Thursday the 2nd, and then we'd come back the next Monday or Tuesday.

Person B: Do you care which airline you fly on? America West has a special two-for-one deal right now for flying to Denver; the first person pays full fare, which is $308 right now, and the second person flies for free. The third person would also receive a discount on his or her fare.

Student: I don't know anything about America West.

Person B: It's a regular airline; it just has a more limited number of routes than some of the bigger airlines like United and American.

Student: O.K. Well, is that the best deal for a trip to Denver then?

Person B: Yes, it definitely is. Would you like for me to see what flights are available on America West?

Student: Yes, please.

Person B: Let's see.... What time of day do you want to leave?

Student: Late morning would be best.

Person B: O.K. There's a flight that leaves San Francisco at 9:30 a.m. and gets into Denver at 3:04, and another one leaves San Francisco at 12 noon and gets into Denver at 5:31 in the evening. Both of these flights make a connection in Phoenix.

Student: I think the 12 noon flight sounds better.

Person B: O.K. Let me check and see if the special fare seats are available on that flight. (Pause.) Yes, they are. And when would you be returning?

Student: The following Monday, I think.

Person B: The 6th?

Student: Yes.

Person B: And what time of day would you be leaving?

Student: In the afternoon.

Person B: Alright. Let's see. Uh, there's a flight that leaves Denver at 2:15 in the afternoon; it gets in to San Francisco at 6:02. Then there's a 5:00 flight which arrives at 8:30 p.m. It looks like the special fare seats are available on both of those flights.

Student: The 5:00 flight would be better.

Person B: O.K. Let's look at the price now. That will be $308 total for two people; a third person would be $225 more, for a total of $533 for all three people. That's a good price.

Student: That's great. Thank you!

Person B: Now do you need to get a rental car or make motel reservations?

Student: I don't think so, no.

Person B: O.K. Do you want me to go ahead and book these? I can hold them for 24 hours, but you need to pay for them at that point. The tickets are non-refundable, but you can make changes to them for a $35 per ticket fee.

Student: Let me check with my husband to make sure he's o.k. with the flight times. Can I give you a call later today or tomorrow morning?

Person B: Sure. I'll be here till about 4:00 p.m. today, and then I'll be in at 9:00 tomorrow morning. You can give me a credit card number when you call back and I'll use that to reserve the tickets. Then when you come in to pick up the tickets you can sign a signature card to keep on file.

Student: That sounds fine. Thanks again for your help.

Person B: Certainly. I'll talk to you soon.

DIALOGUE #2: (Student calling airline company to get seat assignments...)

Person A: XXX Airlines. How can I help you?

Student: Yes, My family and I are traveling on your airline next month. We already have our tickets, but we need to reserve our seats.

Person A: O.K. We give out seat assignments 30 days in advance. What date is your flight?

Student: We leave on Dec. 20th and come back on the 31st.

Person A: I can go ahead and get your seats for the 20th, but you'll have to call back on December 1st to reserve the seats on your return flight. Can you give me one of your flight numbers for Dec. 20th?

Student: Yes. We're traveling on Flight 28.

Person A: And your name?

Student: XXX YYY.

Person A: Wait just a minute and let me get a second screen. What are the names of the other ticket holders?

Student: ZZZZ YYY and YYY YYY.

Person A: Now I have all three in front of me. Let me get the seat map and I'll be right with you.

Student: O.K.

Person A: Do you have any preference as to whether you're in the front or back or over the wing?

Student: The front is better.

Person A: Alright. On flight 28, I have the three of you in row 11, D, E, & F. Now you change planes in Los Angeles; let me look at your second flight. The computer's so slow today. O.K. Here it comes. The closest I can get you to the front is A,B, & C in row 16. Is that o.k.?

Student: Yes, that's fine.

Person A: You can pick up your boarding passes at the airport. You'll have to call back on Dec. 1st for your return flight. Thank you for calling XXX Airlines. Have a good flight.

HELPING YOUR STUDENT GET MORE INVOLVED WITH ENGLISH

IDEA #1: Pick up some flight schedules and travel brochures from the airline office in Town and Country Village shopping center. You and your student can discuss places that s/he would like to visit in the U.S. Then, work with the schedules to come up with flights that would fit your student's plans. Practice calling the airlines to make reservations.

IDEA #2: Using maps and travel brochures, help your student plan a trip. Come up with your student's wish list for travel days, flight times, and pricing. Then, role play calling or visiting a travel agent. When your student is comfortable, have him/her contact a real travel agent. At your next session, your student can let you know how things went with the travel agent.

IDEA #3: Is your student interested in using the services of a travel agent? If so, have your student think of various Americans that s/he could ask to recommend a

good travel agent. Rehearse the conversation in which your student asks for a recommendation, then have your student carry out the real conversations and report the results back to you.

IDEA #4: Is your student actually going on a flight? The two of you can list the various logistical things that need to be done in association with the trip, then practice the language needed to get these things done. Some of the calls that may need to be made include: getting seat assignments, confirming the flight, arranging for transportation to and from the airport and reserving a special meal on the plane.

RENTING A CAR

VOCABULARY

Additional driver fee

Collision/loss damage coverage (or waiver)

Compact

Drop charges

Four-door car

Free unlimited miles

Full-size

Hatchback

Insurance

Mid-size

Mini van

Rate

Renter

Shuttle bus

Station wagon

Sub-compact

To cancel

To drop off

To pick up

To reserve

To return

To upgrade

Two-door car

HELPFUL PHRASES

Do you have a less expensive rate?

How much would it be if I.....?

Do you offer a discount for AAA members/airline frequent travelers/etc?

Does that price include unlimited miles?

What's the difference in price between a compact and a mid-size car?

Are two-door cars more expensive to rent than four-door ones?

Do you have anything smaller/larger?

Do you have a car with air conditioning/a cassette player/etc.?

Can I drop the car off in a different location?

How much is the collision/loss damage coverage?

Where do I go to pick up my car?

Where should I drop the car off?

How much would it cost to upgrade to the next size?

I need to cancel my reservation.

What happens if I return my car late?

Is it o.k. for someone else to drive the car (for example, a spouse or a parent or a friend)?

DISCUSSION TOPICS

- In the Palo Alto area, we have access to a number of car rental agencies. Even in smaller towns, there are usually a couple of places to rent vehicles. Is the situation pretty

similar in your student's home country? Would your student be more likely to rent a vehicle here or at home? Has your student ever rented a car here?

SAMPLE DIALOGUE

DIALOGUE #1: (Student calls a car rental agency...)

Person A: XXX Car rental. How may I help you?

Student: Yes, I wanted to see about renting a car this Thursday.

Person A: What city would you pick it up in?

Student: Palo Alto.

Person A: What day would you pick it up?

Student: Thursday.

Person A: That's the 20th?

Student: Uh, yes.

Person A: Are you a member of our car rental club?

Student: No, I'm not. I am a member of AAA though.

Person A: What day would you drop it off?

Student: The next day. Friday.

Person A: Would you return it to the same location?

Student: Yes.

Person A: Are you staying at the motel there?

Student: No, I'm having my car worked on nearby.

Person A: Oh, okay. What time would you need the car?

Student: Sometime around 8:00 a.m.

Person A: And you said mid-size?

Student: Yes.

Person A: Would you prefer two- or four-door?

Student: Whichever is less expensive.

Person A: I'll check. Wait just one minute. O.K. The AAA rate for a two-door mid-size is $34.00 per day with free unlimited miles. That's a minimum driver age of twenty-five. Would you like me to hold a reservation for you?

Student: Not right now. Let me give you a call back.

Person A: Is there anything else that I can help you with?

Student: No, thank you.

Person A: O.K. Thanks for calling XXX Car Rental.

HELPING YOUR STUDENT GET MORE INVOLVED WITH ENGLISH

IDEA #1: The two of you can come up with a list of reasons why your student might rent a car (s/he has flown to a different part of the country, his/her regular car has broken down, your student's family has two adults and only one car and they sometimes need an extra vehicle, relatives or friends are coming in from out of town...). Using the different scenarios that your student comes up with, practice making calls to a car rental agency.

IDEA #2: In addition to actually renting a car, think of other reasons that your student might be contacting

a car rental agency. For example, s/he might need to cancel a reservation, to extend the period of time that s/he needs an already rented car, to see about changing the drop-off location, to upgrade a reserved car, etc. Practice making calls for each scenario.

GOING SHOPPING

VOCABULARY

Aisle

Audiovisual equipment

Auto supply store

Bargain

Boutique

Brand name

Chain store

Clothing store

Convenience store

Cosmetics/makeup

Credit

Department store

Discount

Downpayment

Drugstore/pharmacy

Electronics store

Fabric store

Flea market

Floor model

Furniture store

Garage sale

Gift shop

Hardware store

Home furnishings

Housewares

Installment plan

Inventory reduction

Jewelry store

Lay-away

Liquor store

Mall

Mom and pop store

Outlet store/factory outlet

Public restrooms

Rebate

Record store

Retail

Sale

Section

Shopping cart/basket

Shopping center

Special

Sporting goods store

To hold an item for someone

To mark down

Toy store

Used/second-hand

Warehouse shopping/warehouse clubs

Wholesale

Window shopping

Yard sale

HELPFUL PHRASES

In the store or over the phone:

Do you sell _____?

Could you check and see if you have any in stock?

Do you know how much it costs?

Could you check and see how much it costs?

Do you know where I might be able to find _____? What kind of store would sell it/them?

Would you have ____ at another location?

Do you accept Visa/MasterCard/American Express/out-of-town checks?

Could you ship this to someone for me?

In the store only:

Excuse me. Do you work here?

Excuse me. Could you help me a minute?

Do you know how much this costs? Could you find out?

Do you know what aisle ____ is on?

I'm looking for one of these shirts in size 6X and I don't see any on the shelf; do you know if you have any more in the back?

Could you check and see if you have any more of these?

Do you know if these pants run large or small?

On which floor can I find children's shoes/the women's

restroom/housewares?

I'm just looking, thank you.

It's really nice, but I think I need to look some more.

I'm not ready to make a purchase; I'm just trying to get some ideas for a present.

I'd like to put this on lay-away, please.

How much of a downpayment do I need to give you?

DISCUSSION TOPICS

- How does shopping in the U.S. compare with that in your student's home country? Is there the same variety of stores? Does your student's country have factory outlets and warehouse clubs as we do here?

- Is your student comfortable with responding to salespeople who want to encourage him/her to make a purchase? Do salespeople here act differently from the ones in your student's home country? In our country, the attitude projected by salespeople can vary widely from one store to another. Sometimes this attitude is simply dependant on the salesperson's mood or personality; however, some stores expect their salespeople to be more formal or more aggressive. You can discuss the types of stores where you might be likely to find a particular type of salesperson (formal or aggressive or friendly).

- There are variations in shopping in different parts of the U.S. For example, depending on where you are, alcoholic beverages may be purchased in grocery stores, drugstores, liquor stores, or ABC (alcoholic beverage control) stores; sometimes only beer and wine are available in a particular type of store, and "hard" liquors need to be purchased elsewhere. Another thing that varies by region (or even town to town) is whether or not there are blue laws, which prevent merchants from selling certain non-essential items on Sundays. Some chain stores operate throughout the U.S., and others are concentrated in a particular region.

- Is your student familiar with the concept of yard/garage sales? Do people have the same types of events in your student's home country? Would your student shop at a yard sale? What type of merchandise would s/he expect to find there? How do people interact at yard sales? Is it o.k. to bargain?

SAMPLE DIALOGUES

DIALOGUE #1: (Phone call to store.)

Person A: Baby Gap and Gap Kids, Stanford Mall. This is Shanna.

Student: Yes, how late are you open today?

Person A: Until 6 p.m.

Student: Where in the mall are you located?

Person A: Between Macy's and Emporium, right behind the Haagen Daz ice-cream shop.

Student: Thank you very much.

DIALOGUE #2: (Phone call to a store.)

Person A: Cotton Works Fabric. How can I help you?

Student: Do you sell velcro?

Person A: Yes we do. Are you looking for a particular color or type or size?

Student: I'm not sure. How do you normally sell it?

Person A: It comes on a roll. We have one kind with a sticky back and one with a non-sticky back. And, I think we just have white, and maybe black, in stock.

Student: How wide is it?

Person A: Wait just a minute and let me check. (Pause.) Each of the rolls is 3/4 of an inch wide. Does that sound like what you're looking for?

Student: Well, I'm looking for something to fasten a child safety pressure gate to the fence post to keep the gate from flopping over when you open it.

Person A: Well, it sounds like the sticky back might work better for that. I guess the only way you'll know is to try some.

Student: I guess so. And, I'm sure it's not very expensive.

Person A: No, not at all.

Student: And you're on El Camino?

Person A: Yes, just north of San Antonio Road.

Student: O.K. And what hours are you open?

Person A: 10 to 6 Monday through Saturday, and 12 to 5 on Sundays.

Student: Alright. Thank you for your help.

DIALOGUE #3 (Student is in a department store.)

Person A: Could I help you find something?

Student: Not right now, thank you. I'm just looking.

(Later.)

Student: Excuse me. Could you help me a minute?

Person B: Certainly.

Student: I'm interested in these pants, but I couldn't find a price on them.

Person B: I think that they're $29.95, but let me check and make sure.

Student: Thank you.

A minute or two later:

Person B: Yes, that was right. They're $29.95. Are they for yourself?

Student: Yes, they are.

Person B: That's a really nice color for you.

Student: Thank you.

Person B: Did you want to try them on?

Student: Not right now; I'm running late, and I think I'll have to come back later.

Person B: Would you like for me to hold them for you? We can put them on hold for 24 hours.

Student: O.K. That would be great.

Person B: Just give me your name, and I'll leave them at this register with your name on them. Whoever's working when you come back should be able to find them.

Student: Thank you. My name is XXX YYYYY.

HELPING YOUR STUDENT GET MORE INVOLVED WITH ENGLISH

IDEA #1: You and your student can come up with a list of as many things as you can think of that you might buy in a year. Then, go through the list and try to identify the kind of store(s) which would sell each of the items.

IDEA #2: Using the telephone directory and some of the items from the above list, come up with actual stores that you think would sell the items. Practice calls to the stores to see if they do indeed sell a particular product, and to find out the cost and availability. Then, have your student make the real phone calls.

IDEA #3: As you and your student have discussed shopping, have you come up with any types of stores that your student is unfamiliar with (warehouse stores like

Home Depot or Price Club, outlet stores, etc.)? If so, perhaps you and your student could plan a field trip to one of these stores (or your student could plan a trip without you). Practice a call to the store to get directions and to find out the hours that it's open; then have your student make the actual call. Use a map and/or public transportation schedules to figure out the best way to get to the store. Discuss your student's expectations about what the store will be like, and, either at the store or at the following session, talk about whether the store is what your student expected it to be like. Before you (or your student) go to the store, make a shopping list, and then look for these items in the store.

IDEA #4: With your student, come up with a list of reasons that you might call a store (to find its location, its hours, if it sells a particular item, if the item is in stock, how much the item costs, if a product you've ordered has come in, if the store can hold something for you, if the store can mail an overseas package, etc). Then, using the telephone directory or a directory from a local shopping mall, choose stores to call for each of the reasons you've listed. Rehearse the conversations first.

IDEA #5: Get some directories from a local shopping center like Stanford, Hillsdale, Sunnyvale, Vallco, or Valley Fair. Go over the different headings for vocabulary purposes. Then, close your eyes and point to the names of one of the stores. Discuss what you think the store would be like and what it probably sells. The next time that you (or you and your student) go to the shopping center, you can check on some of the stores to see if your suppositions were correct.

IDEA #6: Is there a relatively expensive item that your student is anticipating buying for which s/he would do some comparison shopping? Does your student know exactly what brand/style of item that s/he wants, and only needs to find the best price? Or, does your student need to talk to salespeople about the product that would best meet his/her needs? If your student needs background information, s/he could check the consumer magazines in the library. Come up with a list of questions that your student would like to have answered, as well as stores that your student will call/visit. Go through the newspaper to see if stores are advertising the product that your student is looking for. Discuss whether your student can do his/her shopping over the phone or if

s/he needs to actually go into the store. Rehearse the conversations, then have your student carry out the actual tasks.

IDEA #7: You and your student can make a list of possible interactions that s/he might have with a retail salesperson. For example, your student might need to find someone to help him/her in the store, your student might feel pressured by the salesperson to make a purchase, or your student might need to find a public restroom. After you have come up with several scenarios, the two of you can act them out. It might be fun to have your student show you how each of the situations would be different in his/her own country. The next time your student goes on an actual shopping expedition, s/he can note how things went with the salesperson and discuss the interaction with you at one of your sessions.

IDEA #8: Has your student ever been to a yard sale? Would s/he be interested in going to one? If so, the two of you could check the yard sale listings in the Palo Alto Weekly and choose some sales that sound promising. Discuss yard sale etiquette; is bargaining o.k., or perhaps even expected? Is it better to pay with cash? You could also practice a

typical yard sale conversational exchange. A yard sale might be a fun event for you and your student to go to together. If not, the two of you can discuss how things went at your next session.

GOING TO THE GROCERY STORE

VOCABULARY

Aisle

Bakery

Baking needs

Beverages

Bottled water

Butcher

Canned foods

Checkout line

Cleansers/cleaning supplies

Cold cuts

Coupons

Dairy products

Deli section

Diet foods

Dried fruits

Express checkout

Frozen foods

Health & beauty section

Housewares

International foods section

Kitchen utensils

Laundry supplies

Paper or plastic?

Pasta

Pet foods

Picnic supplies

Pound/ounce

Produce section

School supplies

Soft drinks

Spices

Store directory

To check out something

HELPFUL PHRASES

Can you tell me where I can find _____?

Do you sell _____?

Could someone help me carry my groceries out to the car?

Have a nice day. (Thank you, you too...)

Can you tell me how much this costs?

Excuse me; I thought those cost $__ and you charged me $__.

From clerk: Do you need some help out? (i.e. out to the car)

DISCUSSION TOPICS

- Talk about how customers and store employees interact with each other in your student's home country. Here, we tend to engage in some friendly chatter, even with clerks that we've never seen before.

- The question "paper or plastic?" can be confusing to students, as they don't necessarily know that clerks are referring to the type of bag that groceries should be put in. Besides the basic explanation, you could talk about the emphasis on recycling that we have here in the U.S.

- Clerks at stores frequently send us off with the phrase "have a nice day." Talk about the polite ways to respond to this phrase.

- Talk about buying groceries in your student's home country. Do you usually buy them in a large supermarket like we have here? Are men or women usually responsible for buying groceries? Can you buy alcohol in a grocery store? Are the items that you can buy very different from the ones that you see in U.S. stores? Do people normally bargain over prices?

- A lot of people in the States clip coupons and use them at grocery and drugstores. Is this also a common practice in your student's country?

- A good way to introduce grocery store vocabulary and to start a discussion about buying groceries is with a printed store directory. As you and your student read through the items on the list, you could have your student tell you which products s/he would group together. You can then

check to see if that's the way the store organizes its products.

- Another good topic of discussion might be weights and measures that we use in the grocery store; does your student find it confusing to see a role of plastic wrap measured in inches and feet? Is your student comfortable ordering a pound of something from the butcher?

SAMPLE DIALOGUES

DIALOGUE #1: (Grocery store checkout line.)

Clerk: Hi! How are you doing today?

Student: Hi, I'm fine. How are you?

Clerk: Oh, I'm doing pretty well.

Student: Good.

A minute or two passes as clerk checks out items you're buying.

Clerk: Paper or plastic?

Student: Paper, please.

Clerk bags groceries.

Clerk: The total will be $45.72.

Student: Here you go. (Hands check over.)

Clerk: May I see your driver's license?

Student: Yes, here it is.

Clerk: O.K., thank you.

Clerk processes check.

Clerk: Here's your receipt. Would you like some help out to the car?

Student: No, thank you.

Clerk: Have a nice day.

Student: Thank you. You too.

DIALOGUE #2 (Grocery store conversation.)

Student: Excuse me, but could you tell me where I could find sesame oil?

Clerk: Oh, that's in the international foods section. Aisle 4.

Student: Thank you very much.

HELPING YOUR STUDENT GET MORE INVOLVED WITH ENGLISH

IDEA #1: Go with your student on a field trip to the grocery store. Discuss the way the store is organized, and the labels on the aisles and the shelves. Have your student go with you as you make your actual purchases; do some comparison shopping and have your student find the best deal for a particular item. You and your student could make up individual grocery lists ahead of time and compare them to see how different your shopping/food preparation is.

IDEA #2: If there is an ethnic food store that your student frequents in the area , go with him or her sometime.

Have your student explain the special food items that you can buy there and how the store compares to ones at home.

IDEA #3: If your student likes to cook, share a favorite "American" recipe with your student. With your student, make a shopping list for the recipe (don't forget that your student may need to purchase or borrow American measuring implements). You could also get your student to give you instructions for preparing one of his/her favorite recipes. The two of you could then prepare a shopping list for that recipe.

IDEA #4: Gather some sale pages/coupon books from local grocery stores and go through them with your student. Talk about which ones you or your student would use, and why you wouldn't use the others. Discuss how/when coupons are used in the store. If your student uses the coupons, have him/her report back to you about whether s/he saved money. Take the coupons with you if you go on a shopping trip with your student.

SHOPPING WITH CATALOGUES

VOCABULARY

Address label

Back order

Customer service

Expiration date on credit card

Exchanges

Federal express

In stock

Item number

Mail order

Mailing list

Order/order form

Overnight delivery

Packing slip

Quantity

Refund

Regular/tall/average/petite/short heights

Regular/rush/overnight delivery

Returns/to return

Rush delivery

Shipping and handling (or delivery and handling)

Stock check

To order

Toll-free (800) number

UPS ground service/overnight/two-day air

Warehouse

HELPFUL PHRASES

Do these shirts (dresses/pants/etc.) run large or small?

I'd like to order _____.

What is the total amount?

I'd like to bill this to my credit card.

How much are the shipping and handling charges?

How long will it take to get to my house?

How will you be shipping my order?

I placed an order over a week ago, and it hasn't arrived.

Could you check and see if there's a problem?

I need some information about returning an order.

My order number is _____.

I received my order yesterday, and there's a problem with

_____.

How long will it take me to get the items on back order?

DISCUSSION TOPICS

- Shopping by catalog seems to be becoming more and more popular in the U.S.; is the same true in your student's home country? Can you find the same range of items in catalogs? Is your student familiar with the concept of being inundated by catalogs (or by junk mail) because his/her name has been sold on mailing lists? Would your student be comfortable

placing a catalog order? Does your student understand the logistics of catalog orders?

SAMPLE DIALOGUE

DIALOGUE #1: ((Phone call to a catalog company.)

Person A: Please stay on the line. Our next available representative will be with you shortly.

Person B: XXX Catalog.

Student: Yes, I'd like to order something from your catalog.

Person B: On the address label of your catalog, if it was mailed to you, you'll see a group of numbers after the letter C. Please read those to me.

Student: This is a friend's catalog.

Person B: O.K. Your name please?

Student: XXX YYYY.

Person B: Your zip code?

Student: 94306.

Person B: Your mailing address?

Student: 241 Market Street, Apartment C.

Person B: And that's in Palo Alto, California?

Student: Yes, it is.

Person B: May I have a daytime phone number for you please, starting with the area code?

Student: (415) 555-6289.

Person B: Sorry to be so slow to respond. We're experiencing a delay between screens. O.K. Here's the screen.

Give me the item number of what you want. If there are any sizes, please include them.

Student: Item number 46512.

Person B: Quantity one?

Student: Yes.

Person B: Next item?

Student: I'm only ordering that one item.

Person B: It's in stock, so it will be delivered in 7 to 10 business days. May I have your credit card number and the expiration date please?

Student: 2415 3123 4121 XXXX. It expires in 4/94.

Person B: May I have your name as it appears on the card?

Student: XXXX X YYYYY

Person B: (Reads back the information...)

Student: That's correct.

Person B: Thank you for calling XXX catalog.

DIALOGUE #2: (Phone call to see about a late shipment.)

Person A: XXX Catalog Customer Service. How can I help you?

Student: Yes. I placed an order over a week ago and I thought it would be here by now. Can you check on it for me?

Person A: Do you have your order number?

Student: Uh, yes. It's CZ4289MR76.

Person A: O.K. Wait just a minute. (Pauses) O.K. Your name, please?

Student: XXXX YYYY.

Person A: And your address?

Student: 3498 Leslie Way, Mountain View, California, 94502.

Person A: Well, your order looks o.k. You called on the 9th and the order was shipped out on the 10th. It went UPS Ground Service. We're located in Maine, and we normally say that shipments to California take five to seven business days. If your order hasn't arrived by Friday, give us a call back and we'll put a tracer on it.

Student: O.K. Should I ask for you?

Person A: No, that's not necessary. I'm making notes in your file, so anybody who looks up your order number will see that you've already called.

Student: Thank you very much.

Person A: Thank you for calling XXX Catalog.

HELPING YOUR STUDENT GET MORE INVOLVED WITH ENGLISH

IDEA #1: Does your student like to shop? Is there a catalog that covers your student's hobby? If a catalog is about something your student is interested in, it can provide a reading exercise as the advertising blurbs are usually pretty short and always have pictures to go along with them. You can talk about how advertising copy is different from literature, etc.

IDEA #2: If your student enjoys looking through catalogs, have him/her pick out several items to order; the two of you can then practice placing orders. Sitting back-to-back can help to simulate the conditions of a phone conversation.

IDEA #3: Almost all catalogs have a toll-free telephone number. If your student sees a catalog that s/he is interested in, have your student call the catalog company and get on the catalog's mailing list. Practice making the call first. (And, make sure your student knows that the catalog company may send its mailing list to other catalog companies.)

IDEA #4: Brainstorm about the kinds of calls you might need to make to a catalog company other than a call to actually placing an order. For example, you might need to call to see why a shipment hasn't arrived, or to see about returning your order. Or, you might just want to get some additional information about a product in the catalog. Think of scenarios for each of the calls that you come up with, then practice the telephone conversations to the catalog company.

BOOKS AND TAPES TO USE AS RESOURCES

MATERIALS AVAILABLE AT LIBRARIES: Our local libraries have a number of ESL materials which you can refer your student to or which you can use as resources for yourself. The Palo Alto library has a good ESL collection. Other libraries in Santa Clara County also have a lot of ESL information; San Jose has a great collection of ESL videos and cassettes. Holdings for most libraries in Santa Clara County (except for the ones in San Jose) can be reviewed in the Palo Alto library, but you need to go to the actual library to get the materials. Call before you go, as each library system in the county has different regulations regarding borrowing materials.

The ESL materials at the Menlo Park library are mostly in the Project READ office in the library and are geared more towards literacy. You can, however, pay a fifty-cent fee to have a book or tape from any library in the San Mateo County system sent to the Menlo Park library; some of these other libraries have more ESL materials.

In all of the libraries, most of the written ESL materials are located in the 428 section; even the ESL fiction is located here. You can find some U.S. culture information in the ESL section, but there's a wealth of material in other library sections as well -- songbooks, cookbooks, camping information, travel guides, etc. In addition to audio-visual materials geared toward non-native speakers of English, your

student might enjoy checking out regular tapes and videos. And, don't forget the materials at the children's library.

According to a Stanford reference librarian, most of their ESL books discuss theory rather than providing materials for students to use.

MATERIALS THAT YOU CAN PURCHASE: If you would like to purchase ESL materials, a good resource is ALTA ESL Resource Center, with locations in Burlingame and San Francisco. They will send you an ESL catalog that's over 140 pages long if you call them at 1-800-ALTA-ESL. Some things that might be interesting to English-In-Action tutors and students include:

Dictionaries: There are a number of different types of dictionaries that you and your student can refer to. You can order pictorial dictionaries, dictionaries that are geared to intermediate-level non-native speakers of English, and dictionaries that focus on American idioms, phrasal verbs, proverbs and cliches, and slang.

U.S. Culture: There are a number of books that look at U.S. culture; some of them concentrate on such things as songs, American food, American holidays, American recreation, American signs, and American humor. Other books provide intermediate or advanced-level readings about American values and culture. There is also a book that looks at culture

shock. Any of these books could provide a good basis for discussion. There's also a section in the catalog for music and drama; one book that looks great provides preparatory and post-viewing activities for seven recent movies.

Pronunciation: Many of the books about pronunciation can be used individually or in a class; they would be a good resource for your student to practice with between sessions. There are exercises to help not only with vowel and consonant sounds, but also with stress and intonation. The pronunciation materials that are accompanied by cassettes are expensive, so it might be better to look for those in local libraries.

Activities and Games: These materials can encourage conversation as well as provide a fun way to practice listening, pronunciation, vocabulary building, conversation, and grammatical skills. Some of the offerings have reproducible pictures and cartoons that you can use to stimulate conversation. A couple of books have uncaptioned comics and ideas for using them. There's also a card game with a number of topics for conversation and a card book with discussion and problem-solving exercises.

English for Specific Purposes: The catalog has a whole section with Business English materials. There are also a number of books to help students understand the English

vocabulary for particular careers; titles include computer science, engineering, and the medical professions.

Grammar Books: ESL grammar books may not look like the traditional ones that you may remember. A number of books offer grammar in context rather than just reporting rules. One book is even called, "Grammar Dialogues." And, if you want to get a more conventional grammar book, you can find one that's geared to your student's level.

Vocabulary Books: Vocabulary builders might be a great complement to your tutorial sessions. The vocabulary books come in a variety of formats; some start with short readings and then have vocabulary exercises, some focus on a segment of English, like idioms, one gives sports vocabulary and game rules, and some give meaning through pictures and games.

Compositions and Writing: Books about writing may be especially helpful for tutorial partners who are interested in scholarly pursuits. A number of books in the ALTA catalog are geared towards academic writing and research papers. Materials are also available for non-academic writers and for students at lower levels of language acquisition.

Other ESL Materials: ALTA ESL, just like other places that sell ESL materials, has coursebooks which your student can use

on his/her own, study guides for TOEFL, and all kinds of reading materials.